

# **M Sc COUNSELLING PSYCHOLOGY**

LOCF SYLLABUS 2025



## **Department of Counselling Psychology**

School of Management Studies

St. Joseph's College (Autonomous)

Tiruchirappalli - 620002, Tamil Nadu, India



## **SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS) POSTGRADUATE COURSES**

St. Joseph's College (Autonomous), an esteemed institution in the realm of higher education in India, has embarked on a journey to uphold and perpetuate academic excellence. One of the pivotal initiatives in this pursuit is the establishment of five Schools of Excellence commencing from the academic year 2014-15. These schools are strategically designed to confront and surpass the challenges of the 21st century.

Each School amalgamates correlated disciplines under a unified umbrella, fostering synergy and coherence. This integrated approach fosters the optimal utilization of both human expertise and infrastructure. Moreover, it facilitates academic fluidity and augments employability by nurturing a dynamic environment conducive to learning and innovation. Importantly, while promoting collaboration and interdisciplinary study, the Schools of Excellence also uphold the individual identity, autonomy, and distinctiveness of every department within.

The overarching objectives of these five schools are as follows:

1. **Optimal Resource Utilization:** Ensuring the efficient use of both human and material resources to foster academic flexibility and attain excellence across disciplines.
2. **Horizontal Mobility for Students:** Providing students with the freedom to choose courses aligning with their interests and facilitating credit transfers, thereby enhancing their academic mobility and enriching their learning experience.
3. **Credit-Transfer Across Disciplines (CTAD):** The existing curricular structure, compliant with regulations from entities such as TANSCHÉ and other higher educational institutions, facilitates seamless credit transfers across diverse disciplines. This underscores the adaptability and uniqueness of the choice-based credit system.
4. **Promotion of Human Excellence:** Nurturing excellence in specialized areas through focused attention and resources, thus empowering individuals to excel in their respective fields.
5. **Emphasis on Internships and Projects:** Encouraging students to engage in internships and projects, serving as stepping stones toward research endeavors, thereby fostering a culture of inquiry and innovation.
6. **Addressing Stakeholder Needs:** The multi-disciplinary nature of the School System is tailored to meet the requirements of various stakeholders, particularly employers, by equipping students with versatile skills and competencies essential for success in the contemporary professional landscape.

In essence, the Schools of Excellence at St. Joseph's College (Autonomous) epitomize a holistic approach towards education, aiming not only to impart knowledge but also to cultivate critical thinking, creativity, and adaptability – qualities indispensable for thriving in the dynamic global arena of the 21st century.

### **Credit system**

The credit system at St. Joseph's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines.

The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work.

For postgraduate (PG) courses, students are required to accumulate a minimum of 92 credits, as stipulated in the programme pattern table. The total minimum number of courses offered by the department is outlined in the Programme Structure.

### **OUTCOME-BASED EDUCATION (OBE)**

OBE is an educational approach that revolves around clearly defined goals or outcomes for every aspect of the educational system. The primary aim is for each student to successfully achieve these predetermined

outcomes by the culmination of their educational journey. Unlike traditional methods, OBE does not prescribe a singular teaching style or assessment format. Instead, classes, activities, and evaluations are structured to support students in attaining the specified outcomes effectively.

In OBE, the emphasis lies on measurable outcomes, allowing educational institutions to establish their own set of objectives tailored to their unique context and priorities. The overarching objective of OBE is to establish a direct link between education and employability, ensuring that students acquire the necessary skills and competencies sought after by employers.

OBE fosters a student-centric approach to teaching and learning, where the delivery of courses and assessments are meticulously planned to align with the predetermined objectives and outcomes. It places significant emphasis on evaluating student performance at various levels to gauge their progress and proficiency in meeting the desired outcomes.

Here are some key aspects of Outcome-Based Education:

*Course:* A course refers to a theory, practical, or a combination of both that is done within a semester.

*Course Outcomes (COs):* These are statements that delineate the significant and essential learning outcomes that learners should have achieved and can reliably demonstrate by the conclusion of a course. Typically, three or more course outcomes are specified for each course, depending on its importance.

*Programme:* This term pertains to the specialization or discipline of a degree programme.

*Programme Outcomes (POs):* POs are statements that articulate what students are expected to be capable of by the time they graduate. These outcomes are closely aligned with Graduate Attributes.

*Programme Specific Outcomes (PSOs):* PSOs outline the specific skills and abilities that students should possess upon graduation within a particular discipline or specialization.

*Programme Educational Objectives (PEOs):* PEOs encapsulate the expected accomplishments of graduates in their careers, particularly highlighting what they are expected to achieve and perform during the initial years postgraduation.

## **LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)**

The Learning Outcomes-Centric Framework (LOCF) places the learning outcomes at the forefront of curriculum design and execution. It underscores the importance of ensuring that these outcomes are clear, measurable, and relevant. LOCF orchestrates teaching methodologies, evaluations, and activities in direct correlation with these outcomes. Furthermore, LOCF adopts a backward design approach, focusing on defining precise and attainable learning objectives. The goal is to create a cohesive framework where every educational element is in harmony with these outcomes.

Assessment practices within LOCF are intricately linked to the established learning objectives. Evaluations are crafted to gauge students' achievement of these outcomes accurately. Emphasis is often placed on employing authentic assessment methods, allowing students to showcase their learning in real-life scenarios. Additionally, LOCF frameworks emphasize flexibility and adaptability, enabling educators to tailor curriculum and instructional approaches to suit the diverse needs of students while ensuring alignment with the defined learning outcomes.

### **Some important terminologies**

***Core Courses (CC):** These are compulsory courses that students must undertake as essential components of their curriculum, providing fundamental knowledge within their primary discipline. Including core courses is essential to maintain a standardized academic programme, ensuring recognition and consistency across institutions.*

***Discipline Specific Elective Courses (ES):** Elective courses are offered within the main discipline or subject of study. They allow students to select specialized or advanced options from a range of courses, offering in-depth exposure to their chosen area of study. Typically, ES are more applied in nature and provide a deeper understanding of specific topics.*

**Research Methodology/IPR(RM):** It is a two-credit course offered in the third semester as a common program across disciplines within the school. It is designed to acquaint postgraduate learners with the research foundations and legal frameworks vital for innovation and entrepreneurship in technology and business.

**Open Elective Courses (OE):** These elective courses are chosen from disciplines unrelated to the student's main area of study, aiming to broaden their exposure and knowledge base. As per the Choice Based Credit System (CBCS) policy, students may opt for open elective courses offered by other disciplines within the college, enhancing the diversity of their learning experience.

**Ability Enhancement Course (AEC):** AE is designed to enhance skills and proficiencies related to the student's main discipline. It aims to provide practical training and hands-on experience, contributing to the overall development of students pursuing academic programmes.

**Skill Enhancement Course (SEC):** SE focus on developing specific skills or proficiencies relevant to students' academic pursuits. While it is open to students from any discipline, SE is particularly beneficial for those within the related academic programme.

**Self-Learning (SL):** A two-credit course designed to foster students' ability for independent and self-directed learning. There are Three Self-Learning Courses:

- 'Global Citizenship Education' a common online course offered to all PG students in Semester I on JosTEL.
- Compulsory MOOC on NPTEL-SWAYAM in Semester I or II
- A Department-Specific Self-Learning Course in Semester III on JosTEL

**Comprehensive Examination (CE):** These examinations cover detailed syllabi comprising select units from courses offered throughout the programme. They are designed to assess crucial knowledge and content that may not have been covered extensively in regular coursework.

**Extra Credit Courses:** To support students in acquiring knowledge and skills through online platforms such as Massive Open Online Courses (MOOCs), additional credits are granted upon verification of course completion. These extra credits can be availed across three semesters (2 - 4). In line with UGC guidelines, students are encouraged to enhance their learning by enrolling in MOOCs offered by portals like SWAYAM, NPTEL, and others. Additionally, certificate courses provided by the college are also considered for these extra credits.

**Outreach Programme (OR):** It is a compulsory course to create a sense of social concern among all the students and to inspire them to dedicated service to the needy.

#### Course Coding

The following code system (10 alphanumeric characters) is adopted for Postgraduate courses:

25	UXX	0	XX	00/X
Year of Revision	PG Department Code	Semester Number	Course Specific Initials	Running Number/with Choice

#### Course Specific Initials

CC - Core Course

CP - Core Practical

ES - Discipline Specific Elective

AE - Ability Enhancement Course

SL - Self-Learning

OE – Open Elective

PW - Project and Viva Voce

CE - Comprehensive Examination

OR - Outreach Programme

IS – Internship

RM – Research Methodology

## EVALUATION PATTERN (PG)

### Continuous Internal Assessment

Sl No	Component	Marks Allotted
1	Mid Semester Test	30
2	End Semester Test	30
3	*Two Components (15 + 20)	35
4	Library Referencing	5
Total		100

Passing minimum: 50 marks

\* The first component is a compulsory online test (JosTEL platform) for 15 marks comprising 7 questions (1 mark) at K1 level and 4 questions (2 marks) at K2 level; The second component is decided by the course in-charge in accordance with the prescribed K levels.

### Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours			Maximum Marks: 60						
Section			K levels						Marks
			K1	K2	K3	K4	K5	K6	
A (compulsory)			7						$7 \times 1 = 7$
B (compulsory)				5					$5 \times 3 = 15$
C (either...or type)					3				$3 \times 6 = 18$
D (2 out of 3)	Mid Sem					1(2)	1*		$2 \times 10 = 20$
	End Sem						1(2)	1*	
Total									60

\* Compulsory

### Question Paper Blueprint for Semester Examination

Duration: 3 Hours		Maximum Marks: 100					
Section	K levels						Marks
	K1	K2	K3	K4	K5	K6	
A (compulsory)	10						$10 \times 1 = 10$
B (compulsory)		10					$10 \times 3 = 30$
C (either...or type)			5				$5 \times 6 = 30$
D (3 out of 5)				1(2)	1(2)	1*	$3 \times 10 = 30$
Total							100

\* Compulsory

## Evaluation Pattern for One/Two-credit Courses

Title of the Course	CIA	Semester Examination	Final
• Ability Enhancement Course	20 + 10 + 20 = 50	50 (Department)	100
• Self - Learning Course (Dept. Specific) • Comprehensive Examination	25 + 25 = 50	50 (CoE)	100
• Internship • Self - Learning Course (Common) • Self - Learning Online Course (NPTEL / SWAYAM)	100	-	100
• Skill Enhancement Course: Soft Skills	100	-	100
• Project Work and Viva Voce	100	100	100

### Grading System

The marks obtained in the CIA and semester for each course will be graded as per the scheme provided in Table - 1.

From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA), respectively. These two are calculated by the following formulae:

$$SGPA \text{ and } CGPA = \frac{\sum_{i=1}^n C_i Gp_i}{\sum_{i=1}^n C_i}$$

$$WAM = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$$

Where,

$C_i$  - credit earned for the Course  $i$

$Gp_i$  - Grade Point obtained for the Course  $i$

$M_i$  - Marks obtained for the Course  $i$

$n$  - Number of Courses **passed** in that semester

WAM - Weighted Average Marks

**Table - 1: Grading of the Courses for PG**

Mark Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
Below 50	0	RA

**Table - 2: Grading of the Final Performance for PG**

<b>CGPA</b>	<b>Grade</b>	<b>Performance</b>
9.00 and above	O	Outstanding*
8.00 to 8.99	A+	Excellent*
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
Below 5.00	RA	Re-appear

*\*The Candidates who have passed in the first appearance and within the prescribed duration of the PG programme are eligible. If the Candidates Grade is O/A+ with more than one attempt, the performance is considered “Very Good”.*



### **Vision**

Forming globally competent, committed, compassionate and holistic persons, to be men and women for others, promoting a just society.

### **Mission**

- Fostering learning environment to students of diverse background, developing their inherent skills and competencies through reflection, creation of knowledge and service.
- Nurturing comprehensive learning and best practices through innovative and value- driven pedagogy.
- Contributing significantly to Higher Education through Teaching, Learning, Research and Extension.

### **Programme Educational Objectives (PEOs)**

1. Graduates will be able to accomplish professional standards in the global environment.
2. Graduates will be able to uphold integrity and human values.
3. Graduates will be able to appreciate and promote pluralism and multiculturalism in working environment.

### **Programme Outcomes (POs)**

1. Graduates will be able to apply assimilated knowledge to evolve tangible solution to emerging problems.
2. Graduates will be able to analyze and interpret data to create and design new knowledge.
3. Graduates will be able to engage in innovative and socially relevant research and effectively communicate the findings.
4. Graduates will become ethically committed professional and entrepreneurs upholding human values.
5. Graduates imbued with ethical values and social concern will be able to understand and appreciate cultural diversity, social harmony and ensure sustainable environment.

### **Programme Specific Outcomes (PSOs)**

1. Gaining scientific and professional knowledge of human behaviors and improving the psychological condition of individuals, organizations and society
2. Mastering the micro and macro skills of Counselling from a psychological perspective while understanding and adhering to the legal and ethical issues of professional counselling
3. Comprehending advancement of Psychology, Models of Counselling, Human development, Psychopathology, Assessment and Intervention techniques and tools applicable to multicultural settings
4. Administering Psychological Testing on self and develop hands on training experiences to conduct the various psychological tests to the specific populations depending on the assessed needs
5. Integrating teaching and learning process leading to the culmination of paper/project work based on a theoretical orientation and research methodology that best fits one's personality

<b>M. Sc. Counselling Psychology</b>				
<b>Programme Structure</b>				
<b>Semester</b>	<b>Specification</b>	<b>No. of Courses</b>	<b>Hours</b>	<b>Credits</b>
1 – 4	Core Course	12	65	49
1 - 4	Core Practical	4	19	12
1, 3 & 4	Discipline Specific Elective	3	12	9
1 – 2	Open Elective	2	8	4
1	Ability Enhancement Course	1	2	1
1 – 3	Self-Learning	3	-	4
2	Skill Enhancement Course	1	4	2
3	Research Methodology	1	4	2
4	Project	1	6	3
4	Comprehensive Examination	1	-	2
2 – 4	Outreach Programme (SHEPHERD)	-	-	4
1 – 4	Extra Credit Course	4	-	12
	<b>Total</b>	<b>33</b>	<b>120</b>	<b>92 (12)</b>

M.SC. COUNSELLING PSYCHOLOGY PROGRAMME PATTERN								
Sem.	Course Code	Course Type	Course Details			Scheme of Exam		
			Title of the Course	Hours	Credits	CIA	SE	FINAL
1	25PCP1CC01	CC Major	Core Course - 1: Advance General Psychology	6	5	100	100	100
	25PCP1CC02		Core Course - 2: Developmental Psychology	6	5	100	100	100
	25PCP1CC03		Core Course - 3: Theories of Counselling and Practice - 1	6	4	100	100	100
	25PCP1CP01		Core Practical – 1: Counselling Techniques (Fully internal)	2	1	100	-	100
	25PCP1ES01A	DSE	Discipline Specific Elective – 1: Social Psychology	4	3	100	100	100
	25PCP1ES01B		Discipline Specific Elective – 1: Rehabilitation Counselling					
	25PCP1AE01	AEC	Ability Enhancement Course: Computer Applications in Psychology	2	1	100	-	100
	25PCP1OE01	OE	Open Elective – 1 (WS): Organizational Behavior	4	2	100	100	100
	25PGC1SL01	SL	Global Citizenship Education (Online)	0	1	100	-	100
			Extra Credit Course	0	(3)			
Total				30	22 (3)			
2	25PCP2CC04	CC Major	Core Course – 4: Theories of Counselling and Practice – 2	6	4	100	100	100
	25PCP2CC05		Core Course – 5: Psychopathology - 1	6	4	100	100	100
	25PCP2CC06		Core Course – 6: Family Counselling	4	4	100	100	100
	25PCP2CP02		Core Practical - 2: Counselling Skills (Internship Embedded Course)	6	4	100	100	100
	25PCP2OE02	OE	Open Elective – 2 (BS): Artificial Intelligence in psychology	4	2	100	100	100
	25PSS2SE01	SEC	Skill Enhancement Course: Soft Skills	4	2	100	-	100
	25PCP2SL02	SL	Online Courses: (NPTEL / SWAYAM)	0	2	-	100	100
Total				30	22 (3)			
3	25PCP3CC07	CC Major	Core Course – 7: Group Counselling and Psychotherapy	6	5	100	100	100
	25PCP3CC08		Core Course – 8: Psychopathology – 2	6	4	100	100	100
	25PCP3CC09		Core Course – 9: Research Methodology	4	3	100	100	100
	25PCP3CP03		Core Practical – 3: Psychological Testing (Fully Internal)	6	4	100	100	100
	25PCP3ES02A	DSE	Discipline Specific Elective – 2: Addiction Counselling	4	3	100	100	100
	25PCP3ES02B		Discipline Specific Elective – 2: Positive Psychology					
	25SMS3RM01	RM	Common Core (WS) Intellectual Property Rights	4	2	100	100	100
	25PCP3SL03	SL	Self-Learning: Psychological Wellbeing*	0	1	50	50	50
			Extra Credit Course	0	(3)			
Total				30	22 (3)			
4	25PCP 4CC10	CC Major	Core Course – 10: Ethical and Legal Issues in Counselling	5	4	100	100	100
	25PCP4CC11		Core Course – 11: Educational Psychology	5	3	100	100	100
	25PCP4CC12		Core Course – 12: Recent Trends in Counselling	5	4	100	100	100
	25PCP4CP04		Core Practical - 4: Supervision (Fully Internal)	5	3	100	100	100
	25PCP4ES03A	DSE	Discipline Specific Elective – 3: Health Psychology	4	3	100	100	100
	25PCP4ES03B		Discipline Specific Elective – 3: Personality Development					
	25PCP4PW01	PW	Project	6	3	100	100	100
	25PCP4CE01	CE	Comprehensive Examination*	0	2	50	50	100
Total				30	22(3)			
	25PCW4OR01	OR	Outreach Programme	0	4			
1-4			TOTAL	120	92 (12)			

\*For Grade Calculation: Marks obtained out of 50 will be converted into 100 in the mark statements.

**Open Elective - 1 (WS): 1<sup>st</sup> Semester**

<b>School</b>	<b>Course Code</b>	<b>Title of the Course</b>
<b>SMS</b>		
Commerce	25PCO1OE01	Supply Chain Management
Commerce Computer Application	25PCC1OE01	Financial Planning and Wealth Management
Counselling Psychology	25PCP1OE01	Organizational Behavior
Economics	25PEC1OE01	Labour Economics
Human Resource Management	25PHR1OE01	Human Behaviour in Organization

**Open Elective – 2 (BS): 2<sup>nd</sup> Semester**  
**Offered to students from other Schools**

School	Course Code	Title of the Course
<b>SBS</b>		
Botany	25PBO2OE02	Sustainable Horticulture and Urban Landscaping
Biochemistry	25PBI2OE02	First Aid Management
Biotechnology	25PBT2OE02	Food Technology
<b>SCS</b>		
Artificial Intelligence and Machine Learning	25PAI2OE02	Cyber Security
Computer Science	25PCA2OE02A	Web Design
	25PCA2OE02B	Cyber Security
Information Technology	25PCS2OE02	Recent Trends in Computing
Data Science	25PDS2OE02	Discrete Mathematics
Mathematics	25PMA2OE02	Operations Research
Visual Communication	25PVC2OE02	Women and Media
<b>SLAC</b>		
English	25PEN2OE02	English for Digital Media
History	25PHS2OE02	Public Administration
Tamil	25PTA2OE02	விளம்பரக்கலை (Art of advertising)
<b>SMS</b>		
Commerce	25PCO2OE02	Basics of Tally Prime
Commerce Computer Application	25PCC2OE02	Behavioural Dynamics and Psychology
Counselling Psychology	25PCP2OE02	Artificial Intelligence in Psychology
Economics	25PEC2OE02	Managerial Economics
Human Resource Management	25PHR2OE02	Counselling and Guidance
<b>SPS</b>		
Chemistry	25PCH2OE02	Chemistry of Health and Nutrition
Electronics	25PEL2OE02	Computer Hardware and Networks
Physics	25PPH2OE02A	Physics for Competitive Exams
	25PPH2OE02B	Nanoscience

Semester	Course Code	Title of the Course	Hours / Week	Credits
1	25PCP1CC01	Core Course - 1: Advance General Psychology	6	5

Course Objectives
To learn about the historical background of psychology, sub-fields of psychology and the different methods used in the study of psychology
To learn about the nervous system
To learn about the functions of five senses including perception and attention
To learn about the process of learning
To understand the use of memory and how to improve it.

#### **UNIT I: Definition of psychology (18 Hours)**

Definition of Psychology – Historical Background: functionalism, structuralism - Sub-fields of psychology: Experimental, Biological, Personality, Social, Clinical and Counselling, Development and quantitative psychology - Methods used in psychology: Survey, Case Study, Naturalistic, Observation and Experiment. History of Indian Psychology

#### **UNIT II: The Nervous System (18 Hours)**

Central Nervous System (CNS) and Peripheral Nervous System (PNS) - Communication in the Nervous system and interaction among neurons- Neurotransmitters and their functions - The Spinal cord and its functions - the Brain and its functions

#### **UNIT III: The Five Senses (18 Hours)**

Their characteristics - Definition of perception - Features of perception - Approaches to perception - Constructional view of perception - Ecological view of perception – Psychophysics. Attention – Types of attention - Determinants of attention - Selective focused and divided attention.

#### **UNIT IV: Learning (18 Hours)**

Definition of learning; theories of learning; Classical Learning - Instrumental and operant conditioning Learning - Observational Learning - Cognitive Process in Learning.

#### **UNIT V: Memory (18Hours)**

Types and Stages of Memory: Sensory Memory, Short-term Memory and Long-term Memory; Causes of forgetting - Constructing Memory - Improving Memory.

<b>Teaching Methodology</b>	Chalk & Talk, Videos, PPTs, Demonstration, Case Studies and Field Visit
<b>Assessment Method</b>	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments, group work

#### **Book for Study:**

1. Baron, R. A. (1995). *Psychology*. College Publishers. Pearson Education publishers, India

#### **Books for Reference:**

2. Atkinson and Hilgard (1953). *Introduction to Psychology*. Cengage Learning India
3. Bougles, A., Bernstein, E. J., Roy, T. K. S. & Christopher, D. W. (1991). *Psychology*, (2nd Ed.). Muffin Company, London
4. Clifford, T., Morgan, Richard, A. K., John, R. W. & John, S. (1996). *Introduction to Psychology*, (7<sup>th</sup> Ed.). McGraw-Hill International Edition, India
5. Lefton, L. A. (1985). *Psychology*. Allyn & Bacon, Bosten
6. Mangal, S. K. (2019). *General psychology*. Tata McGraw-Hill Education, India
7. Singh, A. K. (2017). *General psychology*. Pearson Education India

#### **Websites and E- learning sources:**

1. [https://www.eiilmuniversity.co.in/downloads/General\\_Psychology.pdf](https://www.eiilmuniversity.co.in/downloads/General_Psychology.pdf)
2. <https://global.sacap.edu.za/blog/applied-psychology/types-of-attention/>

3. <https://pmc.ncbi.nlm.nih.gov/articles/PMC2497334/#:~:text=The%20term%20selective%20attention%20describes,one%20information%2Dprocessing%20task%20simultaneously.>
4. <https://www.sciencedirect.com/topics/medicine-and-dentistry/psychophysics>
5. <https://pmc.ncbi.nlm.nih.gov/articles/PMC8611531/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Be familiar with the names of the pioneers and their contributions to the development of psychology	<b>K1</b>
<b>CO2</b>	Understand the roots of psychology	<b>K2</b>
<b>CO3</b>	Apply the concepts and theories of psychology	<b>K3</b>
<b>CO4</b>	Analyze how people learn, remember and improve their motivation	<b>K4</b>
<b>CO5</b>	Evaluate various theories of perception, and learning and the connection between emotions and motivation	<b>K5</b>
<b>CO6</b>	Evaluate various theories of perception, and learning and the connection between emotions and motivation	<b>K6</b>

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours / Week	Credits
<b>1</b>	<b>25PCP1CC01</b>		<b>Core Course - 1: Advance General Psychology</b>							<b>6</b>	<b>5</b>
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
<b>CO1</b>	3	3	2	3	2	3	2	2	2	2	<b>2.4</b>
<b>CO2</b>	2	2	2	3	2	2	3	2	2	2	<b>2.3</b>
<b>CO3</b>	2	2	3	2	3	3	2	3	2	2	<b>2.3</b>
<b>CO4</b>	2	2	3	3	2	2	3	2	2	2	<b>2.3</b>
<b>CO5</b>	2	2	3	2	2	2	3	3	3	3	<b>2.5</b>
<b>CO6</b>	2	2	2	2	3	3	2	3	2	2	<b>2.3</b>
<b>Mean Overall Score</b>											<b>2.3 (High)</b>



Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PCP1CC02	Core Course - 2: Developmental Psychology	6	5

Course Objectives
To understand human development across the lifespan.
To explore major theories and their implications for development.
To analyze genetic and environmental influences on individual traits.
To assess key developmental milestones and transitions.
To apply an integrative approach to life stage adaptation.

#### **UNIT I: A Bio-Psycho-social approach (18 Hours)**

The interaction of the Biological, Psychological and Social systems (Eriksonian Life stage, developmental tasks, Psychosocial crisis, Central process, Prime adaptive ego quality, Core pathology, Applied topics); Psychosocial impact of poverty; unemployment; violence; Major theories for Understanding Human and implications and links to Psychosocial theory. Purusharthas (Four Life Goals) and Ashrama Dharma (Four Stages of Life).

#### **UNIT II: Stages of human development: Period of Pregnancy & Prenatal development (18 Hours)**

Genetics and Development; Normal Fetal Development; the Birth Process; The Mother, Fetus and Psychosocial development; The Impact of Culture; Applied topic: Abortion; Case study

#### **UNIT III: Period of Toddlerhood, Early School age and Childhood (18 Hours)**

Developmental Tasks of The Period of Toddlerhood, Early School age and Childhood; the Psychosocial Crisis; The Central Process; The Prime Adaptive Ego Quality and the Core Pathology; Applied topic such as Day Care, School Readiness, Violence in the lives of the Children; Case study

#### **UNIT IV: Period of Adolescence (18 Hours)**

Developmental Tasks; The Psychosocial Crisis; The Central Process; The Prime Adaptive Ego Quality and the Core Pathology; Applied topics: Addictions to Alcohol and Drug abuse; Sexual Attention and Sexually Transmitted Diseases; Case study.

#### **UNIT V: Period of Adulthood & Old Age (18 Hours)**

Developmental Tasks; The Psychosocial Crisis; The Central Process; The Prime Adaptive Ego Quality and the Core Pathology; Applied topics: Marriage; Separation; Divorce; Discrimination in the work place; Retirement and Meeting the needs of the Frail Elderly; Terminally ill; Case Study.

<b>Teaching Methodology</b>	Power Point Presentation, Group Discussion, Lecture, Video Presentation and Case Study
<b>Assessment Method</b>	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments, group work

#### **Books for Study:**

1. Barbara M. Newman & Philip R. Newman (2018). Development through life: A psychosocial approach (9th Ed). Wadsworth Publishing Company, US. Unit I: Chapter 1 & 2, Unit II: Chapter 3 & 4, Unit III: Chapter 5, 6, 7 & 8, Unit IV: Chapter 9 & 10

#### **Books for References:**

1. Hurlock, E. B. (1986). Developmental Psychology – A Life Span Approach (5th ed.). New Delhi:
2. Ivey, A., & Ivey, M. (2003). Intentional interviewing and counseling: Facilitating development in a multicultural society (5th ed.). Pacific Grove, CA: Brooks/Cole.
3. Munn, N. L., L. Dodge, F. L. Jr., & Peter S. Fernald. (1969). Introduction to psychology.
4. Newman, L. V. (2000). The expatriate adjustment process: implications of the cross-cultural context on learning the environment following a work-role transition. Diss. University of Illinois at Urbana-Champaign.

- Rayner, E. (2005). Human development: an introduction to the psychodynamics of growth, Routledge, UK
- Saraswati, T. S., Dutta, R., & Sikka, A. (1987). Developmental psychology in India, 1975-1986, Sage Publications, India.
- Mangal, S. K. (2007). Essentials of developmental psychology. Prentice-Hall of India.

**Website and e-Learning Source:**

- <https://www.verywellmind.com/developmental-psychology-4157180>
- <https://open.library.okstate.edu/foundationsofeducationaltechnology/chapter/7-social-development-eriksons-eight-psychosocial-crises/>
- <https://ijip.in/wp-content/uploads/2023/07/18.01.122.20231103.pdf>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Define and explain human development from conception through very old age from physical, intellectual, social, emotional and psychological perspective	K1
CO2	Understand the implications of major theories for understanding human development and the links to psychosocial theory	K2
CO3	Identify the contributions of genetic factors to individual traits and genetic sources of abnormalities	K3
CO4	Discover and analyze important milestones through the developmental stages of life	K4
CO5	Prepare the students to plan, anticipate and cope with various stages of development through life	K5
CO6	Explore and apply the integrative perspective for the analysis of human development	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25PCP1CC02		Core Course - 2: Developmental Psychology							6	5
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	1	3	2.5	2.5	2	2	2	3	3	2	2.2
CO-2	2	2	2	2	2	2	3	2	3	3	2.3
CO-3	3	2	3	2	2	1	2	2	2	2	2.3
CO-4	2	2	3	2	2	3	2	3	2	1	2.2
CO-5	2	2	3	2	2.5	3	3	2	2	1	2.2
CO-6	2	3	3	2	2.5	3	3	2	2	3	2.3
Mean overall Score											2.25 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25PCP1CC03	Core Course - 3: Theories of Counselling and Practice - 1	6	4

Course Objectives
To introduce the students the various theories in counselling and psychotherapy
To enable the students to distinguish Counsellor as a person and Professional
To engage the students to various socio, cultural and political realities of the profession
To facilitate a process of engagement between therapists and the clients
To develop a theoretical orientation that fits one's personality style

#### UNIT I: General introduction

(18 Hours)

Definition of Counselling and Psychotherapy, History of Counselling and Psychotherapy, Goals of Counselling, Counselling as a distinct Profession, Current trends in the 21<sup>st</sup> Century, Personal and Professional aspects of Counselling, Personality and Background of Counsellor, Personal qualities of the effective Counsellor, Attribution and Systematic framework of Counselling, Supervision, Ethical-legal aspects of Counselling in Indian psychology

#### UNIT II: Three stage Models

(18 Hours)

Overview of Counselling Model- Stage I, Stage II and Stage III, Building the Helping relationship, Basic communication skills for Helping, Basic Communication Skills -I, Basic Empathy and Probing. Testing, Assessment and Diagnosis in Counselling; The role of Theories of Psychotherapy, The need for Cultural diversity and Psychotherapy Integration, Case Study.

#### UNIT III: Psychodynamic Approaches

(18 Hours)

Psychoanalytic and Psychodynamic Theories: Psychoanalytic Therapy, Key concepts of Sigmund Freud, Therapeutic process; Ego Psychology; Object Relations Theory -Self Psychology; Comparing and Contrasting Psychoanalytic and Psychodynamic Theories. Attachment Theory; Relational analysis; Brief Psychodynamic Therapy: Key concepts of Carl Jung, Jung's Theory of Personality, Personality types, Jungian Psychotherapy Research and Evaluation: Case Analysis

#### UNIT IV: Humanistic Models

(18 Hours)

Adlerian Psychotherapy: Brief overview, Key Concepts, the Therapeutic Process, Research and Evaluation: Case Analysis. Existential Therapy: Overview, Key Concepts in, Therapeutic Process, Research and Evaluation. Person-Centered Therapy: Overview, Key Concepts, Therapeutic Process, Research and Evaluation. Gestalt Therapy: Overview, Influence of Existential on Gestalt Therapy, Key Concepts in, Therapeutic Process, Research and Evaluation: Case Analysis.

#### UNIT V: Transactional Analysis

(18 Hours)

Transactional Analysis: Brief Overview, Key Concepts, Therapeutic process, Research and Evaluation: Case Analysis. Reality or Choice Therapy: Brief Overview, Key Concepts, Therapeutic process, Research and Evaluation: Case Analysis.

Teaching Methodology	Chalk & Talk, Videos, PPTs, Demonstration, Case Studies and Field Visit
Assessment Method	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments, group work

#### Books for Study:

1. Brooks/Cole. Corey, G. (1996). *Theory and practice of Counselling and psychotherapy*, (5th Ed.). Pacific Grove, CA: Thomson Brooks/ Cole.

#### Books for Reference:

1. Brems, C. (2501). *Basic skills in psychotherapy and Counselling*. Boston
2. Smith, E. J. (2516) *Theories of Counselling and Psychotherapy: An Integrative Approach*, (2nd Ed.). Sage Publications, UK

**Websites and e-Learning Resources:**

1. <file:///C:/Users/admin/Downloads/On%20Becoming%20a%20Person%20A%20Therapist%E2%80%99s%20View%20of%20Psychotherapy.pdf>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, the students will be able to	
<b>CO1</b>	Enumerate the effective helping skills required for a professional Counsellor	<b>K1</b>
<b>CO2</b>	Identify a deeper understanding of one's own interpersonal styles in a systematic way	<b>K2</b>
<b>CO3</b>	Demonstrate the skills in the context of Counselling the Clients	<b>K3</b>
<b>CO4</b>	Prioritize and become familiar with problematic behaviours and style in group	<b>K4</b>
<b>CO5</b>	Summarize, how to start and how to end or terminate a group	<b>K5</b>
<b>CO6</b>	Anticipate the requirement of mandated reporting when abuse is suspected and understand their obligations when suicidality has been identified	<b>K6</b>

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours</b>	<b>Credits</b>
<b>1</b>	<b>25PCP1CC03</b>		<b>Core Course - 3: Theories of Counselling and Practice - 1</b>							<b>6</b>	<b>4</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of Cos</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	3	3	2	3	3	2	2	2	2	<b>2.5</b>
<b>CO2</b>	2	3	3	1	3	2	2	2	2	2	<b>2.3</b>
<b>CO3</b>	3	3	3	1	3	3	2	2	2	2	<b>2.5</b>
<b>CO4</b>	3	3	3	2	3	2	3	2	2	2	<b>2.5</b>
<b>CO5</b>	3	3	3	1	3	2	3	3	2	2	<b>2.5</b>
<b>CO6</b>	3	3	3	1	3	2	3	3	2	2	<b>2.5</b>
<b>Mean Overall Score</b>											<b>2.5 (High)</b>

Semester	Course Code	Title of the Course	Hours / Week	Credits
1	25PCP1CP01	Core Practical – 1: Counselling Techniques	2	1

Course Objectives
To introduce various psychological counselling techniques as tools for helping professionals
To get acquainted with evolving psychological techniques and use them effectively in professional setting
To obtain a deeper understanding of the problem situations of the clients
To review the level of competence of the helping professionals
To enhance quality of life and help the client adopt essential techniques to improve mental health

#### Unit I: Psychodynamic Techniques (6 Hours)

Free association; Interpretation; Dream Analysis and analysis and interpretation of Resistance

#### Unit II. Behavior techniques (6 Hours)

Simple relaxation techniques; Progressive muscle relaxation; Systematic desensitization; Flooding; Eye movement Desensitization and Reprocessing (EMDR); Social Skills Training; Assertion Training

#### Unit III. Cognitive Behaviour Therapy (6 Hours)

Disputing irrational beliefs; Doing cognitive home work; Role playing; Modelling; Use of humour; Learning new coping skills; Role playing; Changing one's language

#### Unit IV. Feminist Therapy (6 Hours)

Biblio-therapy; journal writing; assertiveness training; cognitive restructuring; role playing; group work; challenging untested beliefs and social action

#### Unit V. Post-Modern approaches (6 Hours)

Solution Focused therapy- Change Talk; Creative use of questioning; miracle question and scaling question; Narrative therapy –Telling One's Story (Putting Together a Narrative); Externalization and naming technique; Deconstruction Technique, Crisis and Trauma Counselling.

Teaching Methodology	Power Point Presentation, Video Presentation, Demonstration, Dyad Triad Practices, you tube Videos
Assessment Method	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments, group work

#### Books for Study:

1. Egan, G. (1975). The skilled helper. Brooks/Cole.

#### Books for Reference:

1. Antony, John, OFM (2003). Skills of counselling. Anugraha Publications, Dindigul
2. Egan, G. (1976). Interpersonal living. Belmont: Wadsworth Company, Inc.
3. Jenny, Allen (2024) Untangle your emotions. Random House Large Print; Large type / Large print edition
4. Jean Varenne (Ed) (1989). Yoga and the Hindu Tradition Motilal Banarsidass, India
5. Ivey, A. (1971). Micro Counselling: Innovations in interview training. Springfield, IL: Charles C Thomas.
6. McLeod, John & McLeod, Juliet (2011). Counselling skills: A practical guide for counsellors and professionals. Open University press. New York,

#### Journals:

1. Promila Ed. (2017). Bharatiya Journal of Counselling Psychology (BJCP), Haryana.
2. International Journal of Psychology and Counseling (IJPC) Research India publications.
3. The Journal of Counseling Psychology, APA.

#### Website and e-Learning Sources:

1. [https:// www.counsellingconnection.com](https://www.counsellingconnection.com)
2. <https://www.psychologytoday.com/us/therapy-types/feminist-therapy>

3. <https://dulwichcentre.com.au/what-is-narrative-therapy/>

<b>Course Outcomes</b>		
<b>Co Nos</b>	<b>Co-Statements</b> On successful completion of the course, students will be able to learn	<b>Cognitive Levels (K levels)</b>
<b>CO1</b>	The art of using counselling techniques according to the cliental population from various psychological schools	<b>K1</b>
<b>CO2</b>	To determine the usefulness of various counselling techniques	<b>K2</b>
<b>CO3</b>	To apply the available techniques through self- learning practices	<b>K3</b>
<b>CO4</b>	To participate in the laboratory training with the peer group members	<b>K4</b>
<b>CO5</b>	The skills of integration of the techniques in real life situations	<b>K5</b>
<b>CO6</b>	To apply the psychological techniques in therapeutic situations and workplaces	<b>K6</b>

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours</b>	<b>Credits</b>
<b>1</b>	<b>25PCP1CP01</b>		<b>Core Practical – 1: Counselling Techniques</b>							<b>2</b>	<b>1</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of Cos</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	3	2	2	2	3	2	3	<b>2.4</b>
<b>CO2</b>	2	2	3	2	2	2	3	2	2	3	<b>2.2</b>
<b>CO3</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO4</b>	3	3	2	3	2	2	2	2	2	2	<b>2.2</b>
<b>CO5</b>	2	2	3	2	3	2	3	2	2	3	<b>2.2</b>
<b>CO6</b>	2	3	2	2	2	2	2	2	2	3	<b>2.2</b>
<b>Mean Overall Score</b>											<b>2.32 (High)</b>

Semester	Course Code	Title of the Course	Hours	Credits
1	25PCP1ES01A	Discipline Specific Elective – 1: Social Psychology	4	3

Course Objectives
To evaluate their own Attitudes and Pro-social Behaviour: Interpersonal Attraction, Rejection & close Relationships
To sensitize the psychological aspect of various social issues in the society and Nation
To analyse the various sources of psychological aspects of social phenomena
To demonstrate the ability to articulate independently and creatively about human social behaviour and the cultural influences that affect our behaviour.
To analyze various cognitive errors

#### **Unit I: History and background (12 Hours)**

Definition. Focus of social psychology. Origin & development. Methods of social psychology (briefly) Social Psychology Compared with Personality Psychology & Other Social Sciences. Gestalt psychology, Kurt Lewin, (father of modern experimental social psychology). Role of psychology in National development: Issues of development, psychological solutions.

#### **Unit II: Social Cognition (12 Hours)**

Schemas. Self-fulfilling prophecy (Illustrations in Indian setting). Heuristics; Priming; Automatic processing. Potential sources of error in social cognition: Automatic vigilance, optimistic bias, counterfactual thinking, magical thinking, illusory correlation, regression fallacy. Affect in social cognition: How thoughts shape feelings and feelings shape cognition. Combating errors in social cognition

#### **Unit III: Attitudes and Pro-social Behaviour (12 Hours)**

Definition, nature, components, functions. Attitude formation and change. Attitude Vs Actions; Attitude and behaviour (briefly). LaPierre's study: Persuasion. Resistance to persuasion (briefly). Cognitive dissonance; Hypocrisy. (Illustrations and analyses of Indian/ Tamil Nadu cases) Responding to emergency; Steps: Classic studies and experiments. The helpers and those who receive help (briefly). Altruistic personality, volunteering. Explaining pro-social behaviour: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism

#### **Unit IV: Social Perception, Social Influence; Interpersonal Attraction, Rejection & Close Relationships (12 Hours)**

Micro expressions: cognitive factors. Attribution. Theories: correspondent inference, Kelley's theory. Attribution errors. Applications in understanding depression and prejudice. Impression formation. Impression management- tactics. Conformity. Asch's experiment. Factors affecting conformity. Norms. Compliance: underlying principles and tactics. Cialdini's work. Obedience. Milgram's experiment. Intense indoctrination (briefly). (Illustrations and analyses of Indian/ Tamil Nadu cases)

#### **Unit V: Interpersonal Attraction, Rejection & Close Relationships (12 Hours)**

Beginning of attraction: Proximity, emotions, Affiliation needs. Becoming acquainted situational determinants (briefly). Moving towards friendship - similarity, mutual liking. Predicting marital happiness and stability from newlywed interactions, Sexual strategies theory: A evolutionary perspective on human mating Commitment and satisfaction in romantic associations: A test of the investment model.

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Demonstration, Dyad, Triad Practices, you tube Videos
<b>Assessment Method</b>	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments, group work

#### **Books for Study:**

1. Baron, R.A. & Byrne, D. (2002). *Social Psychology*, 10th ed. New Delhi: Pearson Education.

**Books for References:**

1. Misra G. (1990). *Applied Social Psychology in India*. New Delhi: Sage Publications.
2. Myers, D.G. (1990). *Social Psychology*, 3rd ed. New York: McGraw Hill Inc.
3. Lindgren, Henry (1969). C. An introduction to Social Psychology. New York John Wiley & Sons.
4. Adinarayanan. S.P (1964). Social Psychology. Allied Publishers, Calcuttah.

**Website and e-Learning Sources:**

1. [https://archive.mu.ac.in/myweb\\_test/SYBA%20Study%20Material/socpsycho-II.pdf](https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/socpsycho-II.pdf)
2. [https://www.researchgate.net/profile/George-Levinger/publication/22796626\\_Interpersonal\\_Attraction\\_and\\_Relationships/links/0deec534c2abf77821000000/Interpersonal-Attraction-and-Relationships.pdf](https://www.researchgate.net/profile/George-Levinger/publication/22796626_Interpersonal_Attraction_and_Relationships/links/0deec534c2abf77821000000/Interpersonal-Attraction-and-Relationships.pdf)
3. <https://www.frontiersin.org/research-topics/29639/physical-and-psychological-proximity-in-humans-from-the-body-to-the-mind-and-vice-versa/magazine>

**Activity based assignments:**

Observe social behaviour in various settings viz. public places, social gatherings, Institutions.... and report it. Discuss how social media reflect and influence social norms. Discuss various social phenomena of the psychological nature in the class room, with special relevance to the contemporary Tamil Nadu society. Analyze contemporary articles, newspapers, Social media of relevance

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Develop a thorough understanding of the social psychology	K1
CO2	Apply basic concepts of social cognition, attribution, impression formation	K2
CO3	Understand the significance of social interactions and influence in counselling	K3
CO4	Apply some of the sociological experiments	K4
CO5	Evaluate own attitudes and prosocial behaviour	K5
CO6	Recognize psychological aspects of various social issues	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25PCP1ES01A		Discipline Specific Elective - 1: Social Psychology							4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores Of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	1		2.5	2.5	2	2	3	3	3	3	2.5
CO-2	2	2	2	2	2	2	3	2	3	3	2.3
CO-3	3	3	3	2	2	1	2	2	2	2	2.3
CO-4	2	2	3	2	2	3	2	3	2	1	2.2
CO-5	2	2	3	2	2.5	3	3	2	2	2	2.3
CO-6	2	3	3	2	2.5	3	3	2	2	3	2.6
Average	2.3	2.5	2.3	2	2.2	2.2	2.7	2.3	2.6	2.3	2.36 (High)



Semester	Course Code	Title of the Course	Hours	Credits
1	25PCP1ES01B	Discipline Special Elective - 1: Rehabilitation Counselling	4	3

Course Objectives
To understand the reality of disability and kinds of disability
To learn to develop knowledge and skills to help the people with disability and special population.
To develop an attitude to respect diversity.
To employ strategies and techniques to support persons of disability
To understand the significance of NGOs and their contributions to rehabilitation programme

#### **UNIT I: History and Philosophy of Disability (12 Hours)**

Nature and Scope of Rehabilitation psychology- Definition, historical perspective, scope and methods, Functions of Rehabilitation Psychology: General functions, Special functions, History and Philosophy of Disability Rehabilitation in India. Goals and objectives of rehabilitation, Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects

#### **UNIT II: Types of disabilities (12 Hours)**

Disability - Concept and definitions, Classification of various disabilities, Incidence and Prevalence, Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor, disability, Mental retardation, Cerebral palsy, Autism, Mental illness Learning disabilities, Multiple handicaps, Etiological factors; pre-natal, natal and post- natal, chromosomal aberrations and genetic errors, Prevention of disabilities

#### **UNIT III: Assessment (12 Hours)**

Personality Development of Disabled Persons and intervention- Factors influencing personality development of disabled individuals, Life span, development of people with disabilities, Assessment of personality of disabled individuals, Screening and early identification of people with developmental disabilities. Social, Psychological Perspective in Rehabilitation Psychology.

#### **UNIT IV: Psychological Interventions (12 Hours)**

Psychological Intervention- Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis, Implementation of Training Programmes Monitory and Impact Studies.

#### **UNIT V: NGOs (12 Hours)**

Organization & Management- Evolution of Non-Government Organizations Background Characteristics of Organization -Capacity Building of Non-Government Organizations.

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Lecture, Field Visit and Case Study
<b>Assessment Method:</b>	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments, group work

#### **Books for Study:**

1. Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.
2. Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
3. Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society, SAGE Publications, New Delhi.

#### **Books for References:**

1. Diverse Populations, Volume 9. Elsevier Science, Pergamon.
2. John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers –

Enabling Environments. SAGE Publications, New Delhi.

3. Jose Murickan & Georgekutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.
4. Kundu, C.L., 2500. Status of Disability in India – 2500. Rehabilitation Council of India, New Delhi.

#### Websites and eLearning Sources:

1. <https://pmhealthnp.com/stages-and-yaloms-therapeutic-forces/>
2. <https://www.ncbi.nlm.nih.gov/books/NBK64211/>
3. <https://nmu.edu/counselingandconsultation/group-counseling>
4. <https://www.ncbi.nlm.nih.gov/books/NBK549812/>
5. <https://www.apa.org/ed/graduate/specialize/group-psychology-therapy>

CO. No.	CO-Statements	Cognitive Levels (K-levels)
On successful completion of this course, students will be able to		
CO-1	Remember the definition and concepts in rehabilitation	K1
CO-2	Understand the theories and counselling strategies used in the context of Rehabilitation Counselling	K2
CO-3	Apply the current knowledge and techniques to practice rehabilitation counselling	K3
CO-4	Analyse how people cope and survive after the diagnosis of disability	K4
CO-5	Evaluate how disability, disorders and syndromes affect people who have had trauma and other psychological issues, and evaluate how treatment is done to reduce the number of symptoms and the level of distress.	K5
CO-6	Synthesize the learning about rehabilitation, social and psychological associated in disability and intervention	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25PCP1ES01B		Discipline Special Elective – 1: Rehabilitation Counselling							4	3
Course Outcomes (Cos)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	2	2	2	2	2	2	2	2	2	2.0
CO-2	1	3	2	2	2	2	2	2	3	3	2.2
CO-3	2	3	2	2	2	2	2	2	3	3	2.3
CO-4	2	2	3	3	2	2	2	1	3	3	2.3
CO-5	2	2	2	2	2	3	2	2	2	3	2.2
CO-6	2	2	2	2	2	2	2	2	2	2	2
Mean overall score											2.25 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
1	25PCP1AE01	<b>Ability Enhancement Course:</b> Computer Applications in Psychology	2	1

Course Objectives
To gain proficiency in MS Word and Excel for document creation, data entry, formatting, and statistical analysis.
To utilize internet services for browsing psychology-related websites, accessing scientific journals, for academic communication.
To apply statistical software (SPSS) for data modification, and analysis in psychological research.
To analyse data using descriptive statistics such as mean, median, mode, variance, and standard deviation with MS Excel and SPSS.
To perform correlation analysis and statistical tests and interpret their applications in counselling psychology.

#### UNIT I: MS Office-I

(6 Hours)

MS word: Creating, Opening and saving files- Editing and formatting text- spell and grammar check auto correct- creating of tables and columns- mail merge.

#### UNIT II: MS Office-II and Internet Services

(6 Hours)

MS Excel: Work sheet- entering data and creating work sheets and work books- opening and saving workbooks. Internet Services: Use of Internet Services – Creating e-mail- sending mails- browsing websites of Psychology, browsing scientific journals- search engines- data storing. Psychology based practice problem using MS Excel.

#### UNIT III: Statistical Packages.

(6 Hours)

Use of Statistical Packages in Psychological Researches - Introduction to SPSS – Purposes – Using the Windows in SPSS Windows – SPSS file types – Defining variable- Entering data – Saving a data file – Opening a data file – Data entry exercise - Creating and modifying Data Files.

#### UNIT IV: Descriptive Statistics

(6 Hours)

Nominal, Ordinal, Interval, and Ratio - Mean, Median, Mode - Measures of Dispersion: Range, Variance, and Standard Deviation. Data visualization: Graphs, Tables, and Histograms. Practice problem using MS Excel and SPSS.

#### UNIT V: Correlation and Statistical tests

(6 Hours)

Correlation: Positive and Negative linear correlation, Linear and curvilinear, Strength of the relationship – Pearson correlation coefficient, Zero strength of the correlation. Statistical tests: t-tests (Independent & Paired) - ANOVA (One-way & Two-way) - Chi-square test- Application of inferential statistics in counselling psychology and Practice problem using.

<b>Teaching Methodology</b>	Chalk and talk, PPT, Graphical representation using software, Simulation
<b>Assessment Method</b>	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments, group work

#### Books for Study:

1. Linda Hobbs Collier (2010). *Essential Skills - Have You Used Yours Today? Skill Book* - Practical Computer.
2. Nicola Brace, Richard Kemp, and Rosemary Snelgar (2020), *SPSS for Psychologists*, 7th Edition, Red Globe Press.
3. Gary Heiman (2014), *Basic Statistics for the Behavioral Sciences*, 7th Edition, Cengage Learning.

#### Books for Reference:

1. Andy Field (2017), *Discovering Statistics Using IBM SPSS Statistics*, 5th Edition, SAGE Publications, India.

- Joan Lambert & Curtis Frye (2019), Microsoft Office 2019 Step by Step, 1st Edition, Microsoft Press.
- Nathan George (2021), Excel for Beginners: A Step-by-Step Guide to Learn Excel Quickly, 1st Edition, Independently Published.
- Gary Heiman (2014), Basic Statistics for the Behavioral Sciences, 7th Edition, Cengage Learning.
- Nicola Brace, Richard Kemp, & Rosemary Snelgar (2020), SPSS for Psychologists, 7th Edition, Red Globe Press.

#### Websites and eLearning Sources:

- <https://learn.microsoft.com/en-us/training/>
- <https://statistics.laerd.com/>
- <https://www.coursera.org/>
- <https://www.khanacademy.org/math/statistics-probability>
- <https://scholar.google.com/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	To recall the fundamental concepts of MS Office, statistical measures, and SPSS used in psychological research.	K1
CO2	To explain the applications of MS Excel, SPSS, and internet services in data analysis and research.	K2
CO3	To apply MS Excel and SPSS for performing descriptive and inferential statistical analysis.	K3
CO4	To analyse psychological data using correlation, hypothesis testing, and data visualization techniques.	K4
CO5	To evaluate research findings by selecting appropriate statistical tests for counselling psychology studies.	K5
CO6	to design and develop research reports by integrating statistical analysis and interpretation using MS Office and SPSS.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25PCP1AE01		Ability Enhancement Course: Computer Applications in Psychology							2	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	2	2	3	2	3	2.4
CO2	2	2	2	2	2	2	2	2	2	3	2.4
CO3	3	2	3	2	2	3	2	2	3	2	2.4
CO4	3	3	2	3	2	3	2	3	2	2	2.4
CO5	2	2	3	2	3	2	3	2	2	3	2.4
CO6	2	3	2	2	2	2	2	2	2	3	2.2
Mean Overall Score											2.32 (High)

Semester	Course Code	Title of the Course	Hours	Credits
1	25PCP1OE01	Open Elective – 1 (WS): Organizational Behavior	4	2

Course Objectives
To introduce key concepts of organizations and organizational effectiveness.
To examine psychological theories related to job fit and organizational behavior.
To apply theories of interpersonal relationships, teamwork, and motivation in workplace settings.
To analyze organizational change, conflict, leadership, and stress management.
To integrate psychological principles for building healthy and productive workplaces

#### **Unit- I: Definitions (12 Hours)**

Definitions of organizations; basic concepts in human relations and organizational behavior; need and use of psychology in various institutions and organizations. Recruitment, selection and placement; organizational culture and politics. Lay off; retirement

#### **Unit- II: Individual Processes (12 Hours)**

Perception; Personality; individual differences; individual processes and behavior; Understanding human behavior; Gunas theory (Sattva, Rajas, Tamas) - holistic, culturally diverse framework for understanding workplace behavior, personality, and emotional intelligence; assessment in work places; attitudes and values. emotional quotient;

#### **Unit – III: Interpersonal Processes (12 Hours)**

Diversity; Team and groups; Training and development; Coaching and mentoring; Communication

#### **Unit- IV: Organizational Management (12 Hours)**

Organizational Managing change; Managing conflict; Power and political behavior; Occupational stress; satisfaction in work; Quality of work-life; balancing multiple roles; Sexual harassment and POSH

#### **Unit –V: Leadership and Productivity (12 Hours)**

Helping the employees to solve personal and family problems and to increase their productivity. Leadership; challenges in work place; ethical issues.

<b>Teaching Methodology</b>	Point Presentation, Video Presentation, Field Visit and Case Study
<b>Assessment Method</b>	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments, group work

#### **Books for Study:**

- Unit – I** Chapter 1 (Greenberg, J. & Baron, R. A.); Chapter 13 (Aswathappa, K.)
- Unit - II** Chapter 3 & 4 (Greenberg, J. & Baron, R. A.)
- Unit - III** Chapter 8 & 9 Greenberg, J. & Baron, R. A.)
- Unit - IV** Chapter 5, 11 & 16 (Greenberg, J. & Baron, R. A.); Chapter 13 (Dwivedi R.S.)
- Unit - V** Chapter 18 & 24 (Aswathappa, K.)

#### **Books for Reference:**

- Aswathappa, K. (2012). Organisational Behaviour: text, cases and games. Mumbai, India: Himalaya Publishing House Pvt. Ltd.
- Dwivedi, R. S. (2001). Human relations and organisational behaviour: a global perspective. 5<sup>th</sup> ed. Macmillan Business Books.
- Greenberg, J. & Baron, R. A. (2009). Behavior in Organizations (9<sup>th</sup> ed.). New Delhi: PHI Learning Private Limited.
- Kaila, H. L. (2019). Organisational Psychology. Wiley India.
- Kumar, A. & Meenakshi, N. (2009). Organizational behavior: a modern approach. Noida, UP, India: McShane, S. L., Glinow, M. A. & Sharma, R. R. (2011). Organizational behavior: emerging knowledge and practice for the real world. 5<sup>th</sup> ed. New Delhi: Tata McGraw Hill.
- Nelson, D. L. & Quick, J. C. (2009). Organizational behavior. New Delhi: Cengage Learning India Private Limited.

7. Quick, J. C., Nelson, D. L., & Khandelwal, P. (2013). Organizational Behavior: A South Indian Perspective. Delhi: Cengage Learning.

#### Websites and eLearning Sources:

1. <https://www.ibm.com/think/topics/training-development>
2. <https://pmc.ncbi.nlm.nih.gov/articles/PMC4881084/>
3. <https://www.apa.org/education-career/guide/subfields/organizational/education-training>

CO. No.	CO-Statements	Cognitive Levels (K-levels)
On successful completion of this course, students will be able to		
CO-1	Remember the definitions and basic concepts regarding organizations and organizational effectiveness.	K1
CO-2	Understand the theories that enlighten the psychological mechanisms of individuals who are right for the job and the organization.	K2
CO-3	Apply the theories of interpersonal relationships in organization, communication, teams and groups, and motivation	K3
CO-4	Analyze change and conflict, power and political behaviour in organizations; causes of stress and ways of coping; significant leadership theories, and to explain the development of leadership skills and how they relate to employee engagement.	K4
CO-5	Evaluate leadership styles and organizational effectiveness from the point of view of psychology; core psychological concepts to explain how to build psychologically healthy and productive workplaces.	K5
CO-6	Integrate the theories of individuals, teams, groups, and organizations in order to help people to be healthy and satisfied in life and work	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25PCP1OE01		Open Elective – 1 (WS): Organizational Behavior							4	2
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO 1	PO2	PO3	PO4	PO5	PSO 1	PSO2	PSO3	PSO4	PSO5	
CO-1	1	3	2	2	1	2	3	1	1	1	1.6
CO-2	1	2	2	3	2	2	3	2	1	2	2
CO-3	2	3	2	2	2	2	3	2	2	3	2.3
CO-4	2	2	2	2	2	2	3	2	3	3	2.3
CO-5	3	3	2	2	2	3	3	2	2	3	2.5
CO-6	3	3	3	3	3	3	3	3	3	3	3
Mean score overall											2.28 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
1	25PGC1SL01	Global Citizenship Education	Online	1

Course Objectives
To develop an understanding of global governance structures, rights and responsibilities.
To recognize and respect differences, multiple identities and diversity.
To examine beliefs and perceptions about social justice, equality and civic engagement.
To develop attitudes of care and empathy for others and the environment.
To develop global competence and ethical considerations by enhancing communication and collaboration skills across cultures

#### UNIT I: Introduction to Global Citizenship

01. Historical and Philosophical Foundations of Global Citizenship
02. Rights and Responsibilities of Global Citizenship
03. Key Organizations and Movements Promoting Global Citizenship

#### UNIT II: Globalization and Its Impact on Society

04. Globalization and Its Key Drivers
05. Positive and Negative Impacts of Globalization
06. Role of Education in Fostering a Global Perspective

#### UNIT III: Human Rights, Social Justice, Equality and Diversity

07. Key Human Rights Treaties, Frameworks and Declarations
08. Advocacy, Activism, and Movements for Social Justice and Equality
09. Global Challenges to Human Rights, Equality and Diversity

#### UNIT IV: Sustainable Development and Environmental Responsibility

10. The Sustainable Development Goals and Their Relevance to Global Citizenship
11. Climate Change, Environmental Degradation and Sustainable Development
12. Strategies for Promoting Environmental Responsibility

#### UNIT V: Building Global Competence and Engagement

13. Effective Communication and Collaboration Across Cultures
14. Volunteering and Community Engagement in Global Initiatives
15. Ethical Considerations in Global Citizenship

Teaching Methodology	Recorded Lectures/Videos, Reading Materials, PPTs, Case Studies, Collaborative Projects, Quizzes and Polls
Assessment Methods	Seminars, Assignments, MCQs, Reflection Essays, Group Project Presentations, Problem-Solving Scenarios

#### Books for Study:

1. Clapham, A. (2007). *Human rights: A very short introduction*. Oxford University Press.
2. Desai, A. (2018). *Global citizenship and cultural diplomacy: India's role in a changing world*. Routledge India.
3. Gould, J. A. (2012). *The ethics of global citizenship*. Routledge.
4. Held, D., et al. (2022). *Globalization and its impact on the developing world*. Cambridge University Press.
5. Sen, A. (2009). *The idea of justice*. Penguin Books India.

#### Books for Reference:

1. Ghosh, A. (2007). *The global impact of Indian civilization*. HarperCollins India.
2. Kreckler, E. (2008). *The global citizen: A guide to creating an international life and career*. Career Press.
3. Kumar, R. (2017). *Sustainable development and environmental justice in India*. Oxford University Press.

4. Nair, K. G. (2014). *Human rights: A socio-political perspective*. Orient Blackswan.
5. Patel, V. (2015). *Social justice and equality in India: Theories and practices*. Oxford University Press.
6. Pillai, V. (2016). *Globalization and its impact on Indian society*. SAGE Publications India.

#### Websites and eLearning Sources:

1. <https://www.unesco.org/en/global-citizenship-peace-education/need-know>
2. TEDxCincinnati: Global Citizenship in the Classroom: Jenny Buccos at TEDxCincinnati  
<https://www.youtube.com/watch?v=6jjLHmyBs7o>
3. Social justice -- is it still relevant in the 21st century? | Charles L. Robbins | TEDxSBU  
<https://www.youtube.com/watch?v=Wtroop739uU>
4. Are We the Last Generation — or the First Sustainable One? | Hannah Ritchie | TED  
<https://www.youtube.com/watch?v=Kl3VVrggKz4>
5. Diversity, Equity & Inclusion. Learning how to get it right | Asif Sadiq | TEDxCroydon  
<https://www.youtube.com/watch?v=HR4wz1b54hw>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Recall the historical, philosophical and practical foundations of global citizenship.	K1
CO2	Explain the key drivers of globalization and the role of education in fostering a global perspective.	K2
CO3	Apply human rights frameworks, social justice principles, and advocacy strategies to real-world challenges.	K3
CO4	Analyze the relevance of the Sustainable Development Goals in addressing climate change and environmental degradation.	K4
CO5	Develop strategies for fostering global competence by enhancing communication and collaboration skills across cultures.	K5
CO6	Critically evaluate the effectiveness of current global strategies and policies in addressing social justice and environmental sustainability.	K6



Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25PCP2CC04	Core Course – 4: Theories of Counselling and Practice – 2	6	4

Course Objectives
To be exposed to the various schools of modern psychological approaches to Counselling
To appreciate in depth the divergent contemporary approaches to Psychological Counselling
To encourage the students to apply the concepts and the process leading to greater self-awareness
To enable the students to apply the key concepts, therapeutic process and techniques to real life Situations
To apply the theoretical perspectives to work effectively as a Professional Counsellor

#### **UNIT I: Gestalt Therapy (18 Hours)**

Key Figures: Frederick Fritz Perls and Laura Perls) and major focus; existential approach; philosophy and basic assumptions; Key concepts; therapeutic goals; therapeutic relationship; techniques and procedures; applications, contributions and limitations.

#### **UNIT II: Reality Therapy: (18 Hours)**

Key Figures: William Glasser and Robert Wubbolding and major focus; Choice Theory; philosophy and basic assumptions; Key concepts; therapeutic goals; therapeutic relationship; techniques and procedures; applications, contributions and limitations

#### **UNIT III: Cognitive Behaviour Therapy (18 Hours)**

Key Figures: Aaron Beck's CBT, Albert Ellis' REBT; major focus (Classical Conditioning, Operant Conditioning, Social learning approach). Cognitive behavior theory: philosophy and basic assumptions; key concepts; therapeutic goals; therapeutic relationship; techniques and procedures; applications, contributions and limitations

#### **UNIT IV: Arnold Lazarus' Multimodal Therapy and DBT: (18 Hours)**

Major focus; philosophy and basic assumptions; key concepts; therapeutic goals; therapeutic relationship; techniques and procedures; applications, contributions and limitations. Dialectical behavior therapy: concepts and techniques; mindfulness-based CBT.

#### **UNIT V: Other Approaches: (18 Hours)**

Solution-Focused Therapy: ACT; integrative or holistic approach: major focus; philosophy and basic assumptions; key concepts; therapeutic goals; therapeutic relationship; techniques and procedures; applications, contributions and limitations; Dimensions of Forensic psychology in the Indian context.

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Group Discussion and Case Study
<b>Assessment Method</b>	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments

#### **Books for Study:**

- Corey, G. (1977). *Theory and practice of counselling & Psychotherapy*, (4th Ed.). Brooks/Cole.  
**UNIT I:** Chapter 8  
**UNIT II:** Chapter 12  
**UNIT III:** Chapter 10  
**UNIT IV:** Chapter 11  
**UNIT V:** Chapter 14

#### **Books for References:**

- Corey, G. (1996). *Theory and Practice of Counselling Psychotherapy*. NY: Brooks/Cole.
- Stephen, A. M., & Margaret, B. J. (1993). *Freud and Beyond: A History of Modern Psychoanalytic Thought*. Basic Books, NY
- Lazarus, A. A. (1989). *The practice of Multimodal Therapy*. Baltimore. Johns Hopkins.
- Patterson, C. H. (1986). *Theories of Counselling and psychotherapy*, (4th Ed.). Harper 7 Ros.
- Pedersen, P. (1994). *A hand book for developing multicultural awareness*, (2nd Ed.). Alexandria, VA: American Counselling Association.

**Websites and eLearning Sources:**

1. <https://www.simplepractice.com>
2. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10098109/>
3. <https://pmc.ncbi.nlm.nih.gov/articles/PMC5509623/>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K - Level)</b>
	On successful completion of this course, students will be able to	
<b>CO1</b>	Recognize the various schools of modern psychological approaches to Counselling	<b>K1</b>
<b>CO2</b>	Identify in depth the divergent contemporary approaches to Psychological Counselling	<b>K2</b>
<b>CO3</b>	Demonstrate the key concepts, therapeutic process and techniques to real life situations	<b>K3</b>
<b>CO4</b>	Prioritize and apply the concepts and the process leading to greater self-awareness	<b>K4</b>
<b>CO5</b>	Summarize and apply the theoretical perspective to work effectively as a Professional Counsellor	<b>K5</b>
<b>CO6</b>	Roleplay the different skills and techniques from each therapy	<b>K6</b>

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours/Week</b>	<b>Credits</b>
<b>2</b>	<b>25PCP2CC04</b>		<b>Core Course – 4: Theories of Counselling and Practice – 2</b>							<b>6</b>	<b>4</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of Cos</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	3	2	3	2	3	2	2	<b>2.3</b>
<b>CO2</b>	2	2	3	2	3	2	3	2	2	3	<b>2.3</b>
<b>CO3</b>	3	2	3	2	2	3	2	2	3	2	<b>2.3</b>
<b>CO4</b>	3	3	2	3	2	3	2	3	2	2	<b>2.4</b>
<b>CO5</b>	2	2	3	2	3	3	3	2	3	2	<b>2.5</b>
<b>CO6</b>	2	3	3	2	2	3	2	2	2	3	<b>2.4</b>
<b>Mean Overall Score</b>										<b>2.36 (High)</b>	

Semester	Course Code	Title of the Course	Hours	Credits
2	25PCP2CC05	Core Course – 5: Psychopathology - 1	6	4

Course Objectives
To introduce key concepts of normality and abnormality in psychopathology.
To explore major psychological theories explaining abnormal behavior.
To apply the DSM for diagnosing mental disorders.
To analyze and relate psychopathological conditions in different client populations.
To integrate assessment, diagnosis, and intervention strategies in psychopathology.

#### **UNIT I: Introduction to Psychopathology (18 Hours)**

Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity(categorical), and prototype models of psychopathology; DSM classifications; Problem of Labelling; Ayurvedic Perspective on Mental Health. Research in Abnormal Psychology

#### **UNIT II: Causes of Abnormal Behavior (18 Hours)**

Major theories related to clinical disorders: Psychodynamic; behavioral; cognitive; humanistic; interpersonal; biogenetic; Psychosocial Socio-cultural Psychological Factors and Physical Illness: General psychological factors in Health and Disease Stress and adjustment disorder; Anxiety – based disorders

#### **UNIT III: Developmental Disorders (18 Hours)**

Behavioral disorders of childhood – Autism, ADHD and Language Disorders; Adolescence; Geriatric counselling and Management Techniques

#### **UNIT IV: Disorders of Consciousness (18 Hours)**

Attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.

#### **UNIT V: Overview of Assessment Scales, Treatment and Prevention (18 Hours)**

Psychologically based therapies for ADHD, ASD and Language Disorders; Integration of ICD 10 codes

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Lecture, Seminar, Field Visit and Case Study
<b>Assessment Method:</b>	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments

#### **Books for Study:**

1. Waldinger, G. (2018). Psychiatry for Medical Students NY: American Psychiatry Publishing.  
Unit I: Part I, Unit II: Part 1. Unit III: Part III, Unit IV: Part IV, Unit V: Part V

#### **Books for References:**

1. Buss, A.H. (1966). Psychopathology. NY: John Wiley and sons.
2. Carson, R. C., Butcher, T. N., Mureka, S. & Hooley, J. M. (2007). Abnormal Psychology (13th ed.). India: Dorling Kindersley Pvt. Ltd.
3. Sharma, C. (2005). Clinical Psychology, Jaipur, India: Sublime Publications.
4. Graham, C.L.D. (2008). Clinical Psychology. New York: Routledge Publication.
5. Waldinger, G. (1997). Psychiatry for Medical Students. NY: American Psychiatry Publishing.
6. Mukherjee, A. (2015). A Text Book of Abnormal Psychology. New Delhi: Rajat Publication.
7. American Psychological Association. (1998). Diagnostic and statistical manual of mental disorders: text revision (DSM-IV-TR). New Delhi: Jaypee Brothers: Medical Publishers (Pvt.) Ltd.
8. American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders. 5th edition Text Revision. Washington, DC.
9. Kaplan and Sadock. (1994). Synopsis of Psychiatry. 2 Philadelphia: Wolters Kluwer, 2022.

#### **Websites and eLearning Sources:**

1. <file:///C:/Users/admin/Downloads/Organic%20Mental%20disorders-%20Unit%20V%20-%20Psychopathology%20-II.pdf>
2. <https://apollohomecare.com/blog/understanding-depression-and-the-importance-of-geriatric-counselling/>

3. <https://pmc.ncbi.nlm.nih.gov/articles/PMC3705701/>
4. <https://courses.lumenlearning.com/wm-abnormalpsych/chapter/outcome-approaches-to-research/>
5. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11465191/>

CO. No.	CO-Statements	Cognitive Levels (K-levels)
On successful completion of this course, students will be able to		
CO-1	Recall and describe normality and abnormality in Psychopathology	K1
CO-2	Discuss and explain abnormal psychology from major Psychological theorists	K2
CO-3	Apply and acquaint with the Diagnostic Statistical Manuel which provides a crucial diagnostic information in Mental disorders	K3
CO-4	Appraise and relate the psychopathological conditions in clients and observe one's reactions	K4
CO-5	Assess the most common psychiatric disorders in children, adolescents and Geriatric population	K5
CO-6	Synthesize with broad spectrum of strategies and skills for Assessment, Diagnosis, Treatment and Interventions in psychopathology	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25PCP2CC05		Core Course – 5: Psychopathology - 1							6	4
Course Outcomes (Cos)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	2	2	1	2	3	2	2	2.2
CO-2	2	2	2	2	2	2	3	2	2	3	2.3
CO-3	3	2	3	2	2	1	2	2	2	2	2.3
CO-4	3	3	2	2	2	3	2	3	2	1	2.4
CO-5	2	2	3	2	2	3	2	2	2	1	2.3
CO-6	2	3	3	2	2	3	3	2	2	3	2.3
Mean overall score											2.3 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25PCP2CC06	Core Course - 6: Family Counselling	4	4

Course Objectives
To introduce the students to the theories and strategies of family counselling to help families
To embark on the appropriate counselling models to specific cases
To understand one's own family background
To understand the implications of generations in one's family
To have an understanding of the dynamics of emotions, problems and their remedy

#### **UNIT I Evolution: (12 Hours)**

Foundations of Family therapy, Historical evolution of the field of marriage and family therapy; Understanding the family background and describing strengths and weaknesses of one's own family. Indian family system: Collectivistic society

#### **UNIT II Early models and basic techniques: (12 Hours)**

Common elements in family therapy, Characteristics of healthy families; Therapist characteristics (Group process and communication analysis, Cybernetics, Systems theory, Social constructivism, Attachment theory)

#### **UNIT III Classical schools: (12 Hours)**

Bowen, Strategic, Structural, Experiential, Psychoanalytic, Psychodynamic therapy, Cognitive behavioral; Communication theories, Evaluation of Family Therapy: Family therapy research, Empirical foundations and Practice implications, the Genogram; Three generations; Fusion; Source of the Issue; Triangle. Generational strengths and shadow.

#### **UNIT IV Current therapies: (12 Hours)**

Cognitive behavioral therapy, Solution-Focused therapy, Narrative therapy; Recent Developments: Post modernism and Feminist critique; Integrative models.

#### **UNIT V Healing in the Family: (12 Hours)**

Presenting Problem; Dynamics of emotional context, developmental problems; cultural factors; Marriage and family roles; unresolved grief; Family secrets; Transitions, understanding and improving the self-esteem in the family etc. Conflict Management.

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Field Visit and Case Study
<b>Assessment Method</b>	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments and group work

#### **Books for Study:**

- Nichols, P.M., & Schwartz, C.R. (2006). *Family Therapy - concepts and methods*, (7th Ed.). Boston: Allyn and Bacon.
- Horne, A. M. (2000). *Family Counselling and Therapy*. USA: F. E. Peacock Publishers, Inc.

**UNIT - I** Chapter 1 & 2 (Nichols & Schwartz)

**UNIT - II** Chapter 3 (Horne, A. M.); Chapter 3 (Nichols & Schwartz)

**UNIT -III** Chapter 5, 6 & 8 ((Nichols & Schwartz). Chapter 6 & 7 (Horne, A. M.)

**UNIT -IV** Chapter 8, 9, 17 & 18 (Horne, A. M.); Chapter 12 & 13 ((Nichols & Schwartz)

**UNIT - V** Chapter 4 & 19 (Horne, A. M.); Chapter 8 & 9 (Satir, V.)

#### **Books for Reference:**

- Bradshaw, J. (1996). *Family Secrets*: Bantam Books.
- Breunlin, D. C., Schwartz, R. C., & Kune-Karrer, B. Mac. (1997). *Meta frame works: Transcending the models of family therapy*. San Francisco: Jossey-Bass.
- Horne, A. M. (2000). *Family Counselling and Therapy*. USA: F. E. Peacock Publishers, Inc.
- Nichols, P.M. & Schwartz, C.R. (2006). *Family Therapy - concepts and methods*, (7th Ed.). Boston: Allyn and Bacon.

5. Satir, V. (1983). *Conjoint Family Therapy*. Palo Alto, CA: Science and Behavior Books, Inc.

### Websites and eLearning Sources:

1. <https://www.embarkbh.com/blog/mental-health/dysfunctional-family-roles/>
2. Family Counselling : <https://www.cambridge.org/core/journals/advances-in-psychiatric-treatment/article/outcome-research-in-family-therapy/4E071935AED24EB18F216EFF31574163>
3. <https://pmc.ncbi.nlm.nih.gov/articles/PMC7001353/>
4. <https://pmc.ncbi.nlm.nih.gov/articles/PMC6479931/>
5. [https://journals.lww.com/aips/fulltext/2018/02020/family\\_therapy\\_in\\_india.4.aspx](https://journals.lww.com/aips/fulltext/2018/02020/family_therapy_in_india.4.aspx)

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Remember the pioneers of, and the evolution of family therapy	K1
CO2	Understand the basic concepts of classical schools in family therapy	K2
CO3	Apply the appropriate classical counselling concepts and techniques with actual families	K3
CO4	Analyze the various sources of problems in families	K4
CO5	Evaluate their own theoretical orientation in helping families, their own family background and culture	K5
CO6	Synthesize both the classical and current theories of family therapy along with their own theoretical orientation	K6

Relationship Matrix											
Semester	Course Code			Title of the Course					Hours/Week		Credits
2	25PCP2CC06			Core Course - 6: Family Counselling					4		4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Scores of Cos
CO1	1	1	2	1	1	3	3	1	1	1	1.5
CO2	1	3	3	2	2	3	3	3	3	3	2.6
CO3	3	3	3	2	3	3	3	3	3	3	2.9
CO4	3	2	3	1	2	3	3	1	3	3	2.4
CO5	3	2	2	1	2	2	3	3	3	3	2.4
CO6	2	2	1	1	3	2	3	3	2	2	2.1
Mean Overall Score											2.31 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25PCP2CP02	Core Practical – 2: Counselling Skills (Internship Embedded Course)	6	4

Course Objectives
To provide an overview of the effective helping skills required for a Professional Counsellor
To develop a deeper understanding of one's own interpersonal styles
To improve the interpersonal skills or interactional style through the group process
To appreciate the interpersonal communication, in one –to-one or in group
To apply the skills in the context of the work place situations and case studies

#### **UNIT I: Introduction (18 Hours)**

Concepts of Counselling & Psychology & Psychotherapy; Helping relationship; Culture of helping; Counsellor as a person & Professional- values in action (Humanistic perspective); the values of respect, genuineness, value of client empowerment; helping clients develop self- responsibility  
Practical: One-to-one mutual talk; one-to-group communication

#### **UNIT II: The skills of attending. Listening and understanding. (18 Hours)**

Micro skills of attending; Non-verbal communication; active listening; Understanding experiences, behavior and affect; Practical: SOLER – Communicating presence (here and now); Facial Responsiveness (psychological attending); Active listening  
Practical: Exercises in Attending, listening, understanding, empathy

#### **Unit III: The Skill of Self-disclosure & Concreteness in communication (18 Hours)**

Types of disclosures; Expression of feeling and emotion; Feelings difficult to face.  
Practical: Self disclosure; Feelings and emotion; Identifies feelings in the past; Identifies present feelings; Connects feelings to context or meaning; Counselling Demos

#### **UNIT IV: The Art of Probing and Summarizing (18 Hours)**

Use Probes to Help clients fill missing pieces; learn open ended and closed ended questions. Introducing any one of the Models of Counselling or Integrative Model or 12 step model of Dr. John Antony  
Practical: Integrating communication skills, probing and summarizing

#### **UNIT V: The Skills of Challenging and Empathy (18 Hours)**

Feedbacks on strengths challenging skills and Relationship-building; the key elements of basic empathy: Case study; the basic empathy formula; tactics for communicating empathy.  
Practical: Practicing the Three Stage Model (Skilled Helper Model- Gerard Egan)

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Dyad, Triad Practices Group Discussion and Case Study
<b>Assessment Method</b>	MCQs, Seminars, Group discussion, Quiz, Dyad and triad experiments and group work

#### **Books for Study:**

1. Gerard Egan (2010). Interpersonal Living: A Skills /Contract Approach to Human-Relations Training in Groups

#### **Books for Reference:**

1. Antony, John, OFM (2003). Skills of counselling. Anugraha Publications
2. Jenny, Allen (2024) Untangle your emotions. Random House Large Print; Large type / Large print edition
3. Corey, Gerald (2019). Theory and practice of counselling and psychotherapy. Cengage India Private Limited
4. Egan, G. (1975). The skilled helper. Brooks/Cole.
5. Egan, G. (1976). Interpersonal living. Belmont: Wadsworth Company, Inc.

6. Ivey, A. (1971). *Micro Counselling: Innovations in interview training*. Springfield, IL: Charles C Thomas, NY.
7. McLeod, John & McLeod, Juliet (2011). *Counselling skills: A practical guide for counsellors and professionals*. Open University press.
8. Maslow, A. (1970). *A. Motivation and Personality*. New York: Harper and Ros.

#### Journals:

1. 1.Promila Ed. (2017). *Bharatiya Journal of Counselling Psychology (BJCP)*, Haryana.
2. *International Journal of Psychology and Counseling (IJPC) Research India publications*.
3. *The Journal of Counseling Psychology*, APA.

#### Website and e-Learning Sources:

1. [https:// www.counsellingconnection.com](https://www.counsellingconnection.com)
2. [https://onlinecourses.swayam2.ac.in/nou22\\_hs63/preview](https://onlinecourses.swayam2.ac.in/nou22_hs63/preview)
3. C:/Users/admin/Downloads/Case%20Approach%20to%20Counseling%20and%20Psychotherapy%20(Gerald%20Corey)%20(Z-Library).pdf

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of the course, students will be able to learn	
CO1	The key counselling concepts	K1
CO2	The skills of attending, listening, responding, paraphrasing, self-disclosure, emotion and basic empathy	K2
CO3	The art of probing and summarising	K3
CO4	To participate in the laboratory training	K4
CO5	The skills of integration	K5
CO6	To apply the counselling skills in real life situations and workplaces	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25PCP2CP02		Core Practical – 2: Counselling Skills (Internship Embedded Course)							6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	2	2	3	2	3	2.4
CO2	2	2	3	2	2	2	3	2	2	3	2.5
CO3	3	2	3	2	2	3	2	2	3	2	2.4
CO4	3	3	2	3	2	3	2	3	2	2	2.4
CO5	2	2	3	2	3	2	3	2	2	3	2.4
CO6	2	3	2	2	2	2	2	2	2	3	2.2
Mean Overall Score											2.38 (High)



Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25PCP2OE02	Open Elective - 2 (BS): Artificial Intelligence in Psychology	4	2

Course objectives
To understand the fundamental concepts of Artificial Intelligence (AI) and its applications in counselling.
To explore AI-driven psychological assessment tools and their effectiveness in mental health care.
To analyze ethical, legal, and social implications of AI in counseling practices
To develop practical skills in using AI-powered chat bots, virtual therapists, and sentiment analysis tools
To evaluate the future trends and challenges in AI-assisted counselling

#### **Unit 1: Introduction to AI in Counseling (12 Hours)**

Basics of Artificial Intelligence and Machine Learning; Role of AI in mental health and psychological support; AI vs. Human Counselors: Strengths and Limitations; AI-powered tools in mental health (e.g., chat bots, virtual therapists); Case studies on AI-assisted counselling

#### **Unit 2: AI-Driven Psychological Assessments (12 Hours)**

Introduction to AI in psychological diagnostics; AI-powered behavioral and sentiment analysis; Speech and text analysis for emotional recognition; AI for early detection of mental health disorders; Limitations and accuracy concerns in AI-driven assessments

#### **Unit 3: Ethical, Legal, and Social Implications (12 Hours)**

Ethical considerations in AI counseling (bias, privacy, and consent); Legal and regulatory frameworks governing AI in therapy; Data privacy and security in AI-powered counseling tools; The human touch vs. AI: Ethical dilemmas in mental health interventions; Addressing biases in AI-driven mental health solutions

#### **Unit 4: AI Applications in Therapy and Intervention (12 Hours)**

AI-powered therapy models (CBT-based chatbots, emotion-aware AI); AI in crisis intervention and suicide prevention; Personalized treatment plans using AI; Case studies: AI in addiction therapy, stress management, and trauma recovery; AI for self-care and mindfulness applications

#### **Unit 5: Future Trends and Challenges in AI-Assisted Counseling (12 Hours)**

Emerging trends in AI and mental health; The role of AI in personalized counseling services  
Human-AI collaboration in psychotherapy; Addressing challenges in AI adoption in counseling; Future research directions and innovations

<b>Teaching Methodology</b>	Lectures, Power Point Presentation, Video Presentation
<b>Assessment Method</b>	Computer Practical, MCQs, Seminars, Group discussion,

#### **Books for Study:**

1. Tony J. Prescott (2024). The Psychology of Artificial Intelligence. **London Routledge**

#### **Books for References:**

1. Elias Aboujaoude, Vladan Starcevic (2022). Artificial Intelligence in Mental Health and Clinical Psychology. Oxford University Press
2. David D. Luxton (2023). Artificial Intelligence in Behavioral and Mental Health Care. Academic Press
3. Gary Smith (2020). The AI Delusion. Oxford University Press
4. Pankaj Sharma Artificial Intelligence(2025). Artificial Intelligence. S.K. Kataria & Sons · Edition: 4th 2014 · Reprint:
5. João Correia, Víctor Callaghan (2020). Psychology and Artificial Intelligence: Intersections Between Human and Machine. Springer, USA
6. Stuart Russel. Human Compatible (2019): Artificial Intelligence and the Problem of Control. Viking

**E journals:**

1. International journal of Indian Psychology

**Website and e-Learning Sources:**

1. <https://www.sciencedirect.com/science/article/pii/S2949916X24000525>
2. <https://pmc.ncbi.nlm.nih.gov/articles/PMC11106393/>
3. <https://positivepsychology.com/ai-therapy/>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K - Level)</b>
	On successful completion of the course, students will be able to learn	
<b>CO1</b>	To explain the role and significance of AI in counselling and mental health	<b>K1</b>
<b>CO2</b>	To demonstrate an understanding of AI-based tools used in psychological assessment and therapy	<b>K2</b>
<b>CO3</b>	To critically assess the ethical and legal concerns related to AI in counseling	<b>K3</b>
<b>CO4</b>	To Apply AI-driven techniques such as sentiment analysis and Chabot therapy for case studies	<b>K4</b>
<b>CO5</b>	To evaluate AI-based intervention strategies for diverse mental health issues	<b>K5</b>
<b>CO6</b>	Develop recommendations for integrating AI into counselling practices while maintaining human-centric care.	<b>K6</b>

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours/Week</b>	<b>Credits</b>
<b>2</b>	<b>25PCP2OE02</b>		<b>Open Elective – 2 (BS): Artificial Intelligence in Psychology</b>							<b>4</b>	<b>2</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of Cos</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	2	2	2	2	2	2	3	<b>2.2</b>
<b>CO2</b>	2	2	2	2	2	2	2	2	2	2	<b>2.2</b>
<b>CO3</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO4</b>	3	3	2	3	2	2	2	2	2	2	<b>2.2</b>
<b>CO5</b>	2	2	3	2	3	2	2	2	2	3	<b>2.2</b>
<b>CO6</b>	2	2	2	2	2	2	2	2	2	3	<b>2.2</b>
<b>Mean Overall Score</b>											<b>2.24 (High)</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25PSS2SE01	Skill Enhancement Course: Soft Skills	4	2

Course Objectives
To provide a focused training on soft skills for students in colleges for better job prospects
To communicate effectively and professionally
To help the students take active part in group dynamics
To familiarize students with numeracy skills for quick problem solving
To make the students appraise themselves and assess others

#### **Unit I: Effective Communication & Professional Communication (12 Hours)**

Definition of communication, Barriers of Communication, Non-verbal Communication; Effective Communication - Conversation Techniques, Good manners and Etiquettes; Speech Preparations & Presentations; Professional Communication.

#### **Unit II: Resume Writing & Interview Skills (12 Hours)**

Resume Writing: What is a résumé? Types of résumés - Chronological, Functional and Mixed Resume, Purpose and Structure of a Resume, Model Resume.

Interview Skills: Types of Interviews, Preparation for an interview, Attire, Body Language, Common interview questions, Mock interviews & Practicum

#### **Unit III: Group Discussion & Personal effectiveness (12 Hours)**

Basics of Group Discussion, Parameters of GD, Topics for Practice, Mock GD & Practicum & Team Building. Personal Effectiveness: Self Discovery; Goal Setting with questionnaires & Exercises

#### **Unit IV: Numerical Ability (12 Hours)**

Introducing concepts Average, Percentage; Profit and Loss, Simple Interest, Compound Interest; Time and Work, Pipes and Cisterns.

#### **Unit V: Test of Reasoning (12 Hours)**

Introducing Verbal Reasoning: Series Completion, Analogy; Data Sufficiency, Assertion and Reasoning; and Logical Deduction. Non-Verbal Reasoning: Series; and Classification

<b>Teaching Methodology</b>	Chalk and talk, Lectures, Demonstrations, PPT.
<b>Assessment Method:</b>	Presentations; Resume writing; interviewing; MCQs, GD, online test

#### **Books for Study:**

1. Melchias G., Balaiah, J. & Joy, J. L. (Eds). (2018). *Winner in the Making: A Primer on soft Skills*. Trichy, India: St. Joseph's College.

#### **Books for Reference:**

1. Aggarwal, R. S. (2010). *A Modern Approach to Verbal and Non-Verbal Reasoning*. S. Chand.
2. Covey, S. (2004). *7 Habits of Highly effective people*. Free Press.
3. Gerard, E. (1994). *The Skilled Helper* (5th Ed.). Brooks/Cole.
4. Khera, S. (2003). *You Can Win*. Macmillan Books.
5. Murphy, R. (1998). *Essential English Grammar*, (2nd Ed.). Cambridge University Press.
6. Sankaran, K., & Kumar, M. (2010). *Group Discussion and Public Speaking* (5th Ed.). M.I. Publications.
7. Trishna, K. S. (2012). *How to do well in GDs & Interviews?* (3rd Ed.). Pearson Education.
8. Yate, M. (2005). *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting*

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Recall various soft skill sets	K1
CO2	Understand personal effectiveness in any managerial positions	K2
CO3	Apply verbal and non-verbal reasoning skills to solve problems	K3
CO4	Differentiate problems at work and home; and design solutions to maintain work-life balance	K4
CO5	Assess growth and sustainability and infuse creativity in employment that increases professional productivity	K5
CO6	Construct plans and strategies to work for better human society	K6

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours/Week	Credits	
2	25PSS2SE01		Skill Enhancement Course: Soft Skills						4	2	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	2	3	2	3	2	3	2.7
CO2	3	3	3	2	3	3	3	3	3	3	2.9
CO3	3	2	2	3	3	3	3	3	3	3	2.8
CO4	3	3	2	2	3	3	3	3	3	3	2.8
CO5	3	3	3	2	2	3	3	3	3	3	2.8
CO6	3	3	3	2	2	3	3	3	3	3	2.8
Mean Overall Score											2.8 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25PCP3CC07	Core Course - 7: Group Counselling and Psychotherapy	6	5

Course Objectives
To explore various group therapies that have emerged
To learn appropriate styles and techniques for Group Therapy
To use the Counselling skills and techniques with the experimental groups
To master the skills and understand how to modify them to fit specialized groups
To understand group behaviour in various situations

#### **UNIT I: Historical background of group Counselling (18 Hours)**

Background; Pioneers in this field of counselling; Team and Group; Leader as a person; Counselling approach in Bhavad Gita

#### **UNIT II: Interpersonal learning and Stages of Group (18 Hours)**

The Importance of Interpersonal Relationship; The Corrective Emotional Experience; The Group as Social Microcosm - A dynamic Interaction; Transference and Insight; the process of socialization. Various stages of Group therapy.

#### **UNIT III: The Therapeutic Factors (18 Hours)**

Yalom's list of therapeutic factors: Instillation of Hope; Universality; Imparting information; Altruism; The Correlative Recapitulation of the Primary Family Group; Development of Socializing Techniques; Imitative Behavior.

#### **UNIT IV: Creation of the Group: Group Leader's competencies: (18 Hours)**

Competencies needed for a leader to deal with the tasks during various stages of group; Formation of a group: Place, time, size and Preparation; Sub grouping; Conflict in the Therapy Group; Self-Disclosure; Termination; Problem Patients; Dreams; audio visual Technology; Written summaries; Structured exercises; Choosing the Co-leader. Therapist's Basic Tasks; Creation and maintenance of the Group; Transference & Transparency; How does the leader shape norms? Working in the Here - and now; Definition of Process; Process focus; Helping patients to accept a Process orientation; The use of the Past

#### **UNIT V: The Specialized Therapy Group: (18 Hours)**

Integration and application; Clinical situations - Basic Steps; Antecedents and Evolution of the Encounter Group; The Effectiveness of the Encounter Groups; observation of Experienced Clinicians; Supervision. Ethical and Professional issues.

Note: The students will undergo group counselling and learn from experience about themselves in a group as well as how to conduct a group.

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Lecture, Group discussion, Participating in Group Therapy, Role Play and Case Study
<b>Assessment Method</b>	Group work, Group counselling; Practicing techniques; Psychotherapy

#### **Books for Study:**

- Yalom, D. I. (1995). *The Theory and Practice of Group Psychotherapy*, (4th Ed.). Basic Books.  
**Unit - I Chapter 2**  
**Unit - II Chapter 2** - Yalom, D. I. (1995).  
**Unit - III Chapter 1 & 4** - Yalom, D. I. (1995).  
**Unit - IV Chapter 5, 6 & 7** - Yalom, D. I. (1995); **Chapter 4 & 5** - Corey, G. (2015).  
**Unit - V Chapter 14, 15, 17; Chapter 3 & 17** - Corey G. (2015).

#### **Books for Reference:**

- Barbara., & Newman, P. (1999). *Development through Life*. Boston. Brooks/Cole.
- Corey, G. (2015). *Theory and Practice of Group Counselling*, (9th Ed.). Cengage Learning.
- Edwards, J. E. (1988). *Group Counselling: Strategies and Skills*. Brooks/Cole Publishing Company.

4. Gurian, M. (1998). *A Fine Young man*. Jeremy P. Tarcher/Putnam.
5. Seligman, L. (1986). *Diagnosis and Treatment Planning in Counselling*. Human Sciences Press.
6. Yalom, D. I. (1995). *The Theory and practice of Group Psychotherapy*, (4th Ed.). Basic Books.
7. Indian Journal of Psychiatry. Group Interventions

#### Website and e-Learning Sources:

1. <https://pmhealthnp.com/stages-and-yaloms-therapeutic-forces/>
2. <https://www.ncbi.nlm.nih.gov/books/NBK64211/>
3. <https://nmu.edu/counselingandconsultation/group-counseling>
4. <https://www.ncbi.nlm.nih.gov/books/NBK549812/>
5. <https://www.apa.org/ed/graduate/specialize/group-psychology-therapy>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Remember the antecedents, and the pioneers of group counselling, differences between a team and a group; kinds of group including encounter groups	K1
CO2	Understand various therapeutic factors of an effective group	K2
CO3	Apply the knowledge of the process of socialization; the stages a group will go through, and the Counselling skills and techniques with experimental groups	K3
CO4	Analyze various group therapies and techniques that have emerged and understand how to modify them to fit specialized groups	K4
CO5	Evaluate their own personality styles and theoretical orientations to be an effective leader of a group and choose the right co-leader of a group	K5
CO6	Synthesize the learning about concepts of a group, and techniques to conduct a particular specialized group.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours/Week	Credits
3	25PCP3CC07		Core Course - 7: Group Counselling and Psychotherapy							6	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	1	2	2	2	1	2	1	1	3	1	1.6
CO2	2	1	2	1	1	1	1	1	3	1	1.4
CO3	3	3	3	3	3	3	1	2	3	3	2.7
CO4	3	3	3	3	2	3	2	3	3	2	2.7
CO5	3	2	2	2	2	2	2	3	3	2	2.3
CO6	3	3	3	3	3	2	2	2	3	2	2.6
Mean Overall Score											2.21 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25PCP3CC08	Core Course - 8: Psychopathology – 2	6	4

Course Objectives
To introduce the students to the diversity and complexity of psychological issues
To understand the basic tools available in the field of psychiatry
To identify the various psychological disorders as defined in the DSM.
To initiate the students into the Process of Psychiatry for Mental Health professionals
To equip the students with broad spectrum of strategies for Diagnosis, Assessment and interventions programs for psychopathology

#### **UNIT I: Psychological Disorders (18 Hours)**

Classification of disorders; Psychotic disorders; Neurotic disorders; Schizophrenia: Diagnosis, Characteristic symptoms; Poor diagnosis and good diagnosis; Subtypes; Differential Diagnosis; Not otherwise specified; Epidemiology; Etiology; Treatment; Pharmacotherapy and Non-Pharmacotherapy; Psychopathology in Indian context.

#### **UNIT II: Mood disorders (18 Hours)**

Unipolar (Depressive); Bipolar disorders; Major depressive disorder; Dysthymic disorder, Depressive disorder not otherwise specified (NOS); Diagnostic Criteria; Epidemiology; Etiology; Treatment; Pharmacotherapy and Non-Pharmacotherapy

#### **UNIT III: Personality disorders (18 Hours)**

Diversity and Complexity of personality & Personality Disorders; Paranoid personality disorder; Schizoid Personality Disorder; Schizotypal Personality disorder; Antisocial Personality Disorder; Borderline Personality Disorder; Histrionic Personality Disorder; Narcissistic Personality disorder; Avoidant Personality Disorder; Dependent Personality Disorder; Obsessive Compulsive Personality Disorder, Multiple Personality Disorder (Profile, Diagnosis, Etiology, Epidemiology, Treatment).

#### **UNIT IV: Special Problems: Substance Related Disorders and Suicide (18 Hours)**

Addictions; Alcohol and drug abuse: Diagnosis associated with class of substances; Causes of Alcohol and Drug abuse; Treatment of Alcohol and Drug abuse; Eating Disorders (Etiology and Treatment); Suicide: Intentional destruction; Myths about suicide; Epidemiology; Risk Factors; Biological Factors; Assessing the Suicide Patient; treating the Suicidal Patient; Internet Addiction and Pathological Gambling.

#### **UNIT V: Human Sexuality (18 Hours)**

Attitude towards sex; Sexual Response Cycle; Phases of sexual response cycle; homosexuality; Sexual disorders: Dysfunction versus Deviation; Medical and Psychological Causes of sexual disorders; Treatment (Pharmacotherapy & Psychotherapy) for sexual dysfunctions and Deviations and Gender Identity Disorder

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Lecture, Field Visit and Case Study
<b>Assessment Method</b>	Case study, MSE, Interviewing techniques; Presentations, group work

#### **Books for Study:**

1. Waldinger, R. J. (2018). *Psychiatry for Medical Students*. University Medical Center.

**Unit I:** Part II: Chapters 5 **Unit II:** Part II: Chapters 6 **Unit III:** Part II: Chapters 7

**Unit IV:** Part III: Chapters 9 & 10 **Unit V:** Part IV: Chapter 13

#### **Books for Reference:**

- American Psychological Association. (1998). *Diagnostic and statistical manual of mental disorders: text revision (DSM-IV-TR)*. Jaypee Brothers: Medical Publishers (Pvt) Ltd.
- Buss, A. H. (1966). *Psychopathology*. John Wiley and sons, UK
- Satya Pal Gupta. *Psychopathology in Indian Medicine* (2012). Chaukhamba Sanskrit Pratishthan
- Subhash Ranade (2020). *Ayurvedic Clinical Diagnosis with Modern Perspective*. Chaukhamba Sanskrit Pratishthan
- Carson, R. C., Butcher, T. N., Mureka, S. & Hooley, J. M. (2007). *Abnormal Psychology*, (13th Ed.).

Dorling Kindersley Pvt Ltd.

6. Graham, C. L. D. (2008). *Clinical Psychology*. Routledge Publication. NY
7. Mukherjee, A. (2015). *A Text Book of Abnormal Psychology*. Rajat Publication. India
8. Sharma, C. (2005). *Clinical Psychology*. Sublime Publications. India
9. Niraj Ahuja. (2002). *A Short Textbook of Psychiatry*. Jaypee Brothers Med. Pub. (2010) India.

#### Website and eLearning Sources:

1. [www.karger.com/PSP](http://www.karger.com/PSP)
2. <https://www.blackwellpublishing.com>
3. <https://www.neuroscigroup.us/articles/APT-4-123.php>
4. <https://pmc.ncbi.nlm.nih.gov/articles/PMC4227384/>
5. <https://openoregon.pressbooks.pub/introtohumansexuality/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Recall the various psychological disorders relating to Mood and Personality disorders illustrated in the field of psychiatry	K1
CO2	Distinguish the clinical disorders and work out the Client intake form	K2
CO3	Apply the tools and strategies for Assessment, Diagnosis, and interventions programme in psychopathology	K3
CO4	Examine common pathological issues of youth today	K4
CO5	Appraise cases relating to special population and special problems	K5
CO6	Systemizes knowledge and skills required to work in a mental health clinical & non-clinical setting	K6

Relationship Matrix											
Semester	Course Code			Title of the Course					Hours/Week		Credits
3	25PCP3CC08			Core Course - 8: Psychopathology – 2					6		4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	2	2	1	2	3	2	2	2.2
CO2	2	2	2	2	2	2	3	2	2	3	2.3
CO3	3	2	3	2	2	1	2	2	2	2	2.3
CO4	3	3	2	2	2	3	2	3	2	1	2.4
CO5	2	2	3	2	2.5	3	2	3	2	3	2.5
CO6	2	3	3	2	2.5	3	3	2	2	3	2.3
Mean Overall Score											2.3 (High)



Semester	Course Code	Title of the Course	Hours	Credits
3	25PCP3CC09	Core Course – 9: Research Methodology	4	3

Course Objectives
To understand the fundamental Concepts of research
To Demonstrate the ability to select and formulate research problems
To distinguish between different types of research
To apply research design principles and select appropriate data collection methods
To Demonstrate proficiency in data processing and data interpretation

#### **Unit – I: Basic Concepts & Types of Research (12 Hours)**

Research - meaning, nature, scope, process and needs; qualities of a researcher; Types of research, selecting a topic for research, Research Problem selection, formulation and statement; review of literature; theories and models. Feasibility study; pilot study; variables and hypothesis: Meaning, types and sources,

#### **Unit – II: Research Design & Data Collection (12 Hours)**

Research Design- meaning, types and interdependence of designs; Data collection- Primary methods: observation, interview, questionnaire and survey- Secondary methods: Books, documents (published and unpublished) survey reports, biographies.

#### **Unit – III: Sampling Techniques & Scaling (12 Hours)**

Population, universe; sampling – meaning, need, advantage, disadvantage, types: probability sampling - simple random, stratified, systematic, cluster; non-probability sampling -quota, convenience, purposive, judgment; sampling frame, sample units and sample size, sampling Errors; Scaling techniques – construction, reliability and validity; attitude scales - meaning, importance and types (Likert scale and Semantic differential scale).

#### **Unit – IV: Data Processing & Analysis (12 Hours)**

Data processing - editing, coding, classification and tabulation, Data analysis – Frequency distribution; Measures of central tendency - mean, median and mode; Measures of dispersions, mean and standard deviations; Measure of association - Correlation, Rank Correlation and regression analysis; Test of Hypothesis - parametric tests: student ‘t’ -test and analysis of variance (one-way classification) and non-parametric test (chi-square test), diagrammatic & graphic presentations - significance and types (bar-charts and pie-diagrams). Learning Statistical applications in the Computer Lab; SPSS and JAMOV

#### **Unit – V: Data Interpretation & Report Writing (12 Hours)**

Interpretation of data - meaning, importance and interpretation; Report writing - outline of a research report, the content of the research report, and types of research report. Research Ethics, IPR, Plagiarism, Citation, footnotes, Bibliography and reference writing, (APA and Harvard model) and guidelines for writing a standard research report and oral report presentation.

<b>Teaching Methodology</b>	PPT, Lectures and Discussions, Group Activities, peer review, Ethics discussion, Practical exercise, Journal articles presentation, Critical thinking exercise
<b>Assessment Method</b>	Quiz, group work, analysis, practicing SPSS

#### **Books for Study:**

1. Kothari. C.R., (2017), Research Methodology, Mumbai, Viswa Prakashan, (Unit 1, 2, 3, 4 & 5- Chapter 1, 2, 4, 6, 8, 17)
2. Ranjit Kumar (2014) *Research Methodology a step-by-step guide for beginners*, Fourth Edition, SAGE Publications India Pvt Ltd.

#### **Books for Reference:**

1. Ahuja, Ram, (2014), *Research Methods*, Jaipur, Rawat publication.
2. Dooley, David, (2015), *Social Research Methods*, Delhi, Prentice Hall.
3. Raj Kumar, (2012), *Methodology & Social Science Research*, Jaipur, Book Enclave.

4. Young, Pauline V. (2015), *Scientific Social Surveys and Research*, New Delhi, Macmillan Publication.

#### Website and eLearning Sources:

1. <https://scientific-publishing.webshop.elsevier.com/research-process/choosing-the-right-research-methodology-a-guide-for-researchers/>
2. [https://onlinecourses.nptel.ac.in/noc25\\_ge28/preview](https://onlinecourses.nptel.ac.in/noc25_ge28/preview)
3. <https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>

CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO–1	Acquire knowledge of major concepts relevant to conduct independent research.	K1
CO–2	Understand the nature, strength of various research designs and measurements and data collection methods.	K2
CO–3	Apply a range of quantitative and qualitative research techniques to Human Resource Management problems.	K3
CO–4	Demonstrate knowledge of data analysis and compile skills required for writing and presenting research reports.	K4
CO–5	Develop necessary critical thinking skills to evaluate different research approaches utilized in various sectors.	K5
CO–6	Craft an Empirical research question.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
3	25PCP3CC09		Core Course – 9: Research Methodology						4	3	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO–1	PO–2	PO–3	PO–4	PO–5	PSO–1	PSO–2	PSO–3	PSO–4	PSO–5	
CO–1	3	2	2	2	2	3	3	2	2	3	2.4
CO–2	2	3	2	1	2	3	3	2	2	3	2.3
CO–3	2	2	3	2	3	2	3	2	3	2	2.4
CO–4	3	2	2	3	1	2	3	2	2	3	2.3
CO–5	3	2	2	2	3	3	3	2	2	3	2.5
CO–6	2	3	2	1	2	3	3	2	2	3	2.3
Mean overall Score											2.4 (High)

Semester	Course Code	Title of the Course	Hours	Credits
3	25PCP3CP03	Core Practical – 3: Psychological Testing (Fully Internal)	6	4

### Course Objectives

To introduce key concepts of psychological testing, including validity, reliability, and standardization.

To understand the assessment of intelligence, personality, motivation, and psychiatric disorders.

To apply ethical guidelines in psychological testing and provide appropriate feedback.

To analyze and interpret test scores for IQ, personality, and other psychological traits.

To integrate theoretical knowledge with practical testing skills for client assessment and guidance.

### Unit- I: Historical Background (18 Hours)

Introduction: Historical background to the field of psychological testing; types of tests, Use of tests.

### Unit- II: Ethical Principles (18 Hours)

Theory behind tests: Principles of psychological testing, Ethics of testing

### Unit – III: Assessment Tools (18 Hours)

Kinds of tests: Self-report Questionnaires. Tests to assess Intelligence, Structured personality tests, Projective tests, Individual ability tests, aptitude, values, Measures of anxiety and stress

### Unit- IV: Scoring and Interpretations (18 Hours)

Practice: administering various tests, interpreting the scores, and giving feedback

### Unit –V: Integration (18 Hours)

Integrate the knowledge of testing and how they can be used to help people for various needs.

Teaching Methodology	Power Point Presentation, Video Presentation, Field Visit and Case Study
Assessment Method	Self - testing; scoring, interpreting, result analysis

### Books for Study:

**Unit – I** Chapter 1 - Anastasi, A. & Urbina, S. (1997); Chapter 1 – Urbina, S. (1989).

**Unit –II** Chapter 18 - Anastasi & Urbina, 1997)

**Unit – III** Chapter 15, 16, 18 - Kaplan, R. M. & Saccuzzo, D. P. (1993); Chapter 13 -

**Unit – IV** Chapter 8 - Kaplan, R. M. & Saccuzzo, D. P. (1993).

**Unit – V** Chapter 22 - Kaplan, R. M. & Saccuzzo, D. P. (1993).

### Books for Reference:

1. American Association for Counseling and Development. (1988). Responsibilities of users of standardized tests. Washington, DC: Author.
2. American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, VA: Author.
3. American Psychological Association. (1966). Standards for educational and psychological tests and manuals. Washington, DC: Author.
4. American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
5. Anastasi, A. & Urbina, S. (1997). Psychological testing, (7th ed.). USA: Prentice Hall
6. Beutler, L. E., & Groth-Marnat, G. (Eds.). (2003). Integrative assessment of adult personality (2nd ed.). New York: Guilford.
7. Groth- Marnat, G. (2006). The handbook of Psychological Assessment. John Wiley & Sons, E – Book.
8. Kaplan, R. M. & Saccuzzo, D. P. (1993). Psychological testing: Principles, applications and issues. USA: Brooks/Cole
9. Kaufman, A. S. (2000). Tests of intelligence. In R. J. Sternberg (Ed.), Handbook of intelligence (pp. 445–476). New York: Cambridge University Press

10. Neisser, U. (Ed.). (1998). The rising curve: Long-term gains in IQ and related measures. Washington, DC: American Psychological Association.
11. Urbina, S. (2004). Essentials of Psychological Testing. Canada: John Wiley & Sons.
12. Urbina, S. (1989). Psychological testing – Anne Anastasi. New York: Macmillan Publishing Company

CO. No.	CO-Statements	Cognitive Levels (K-levels)
On successful completion of this course, students will be able to		
CO-1	Remember the definitions of validity, reliability, standardization, kinds of validity and reliability, different scales	K1
CO-2	Understand the concepts of intelligence, personality and psychiatric disorders, motivation, life skills, attitudes, beliefs, aptitude, etc.	K2
CO-3	In practice, apply the knowledge about the ethics of testing, and negative effects of testing, and how to give feedback to the test taker. Competence to identify appropriate assessment tools for various client concerns.	K3
CO-4	Analyse the scores of various tests, especially IQ, Personality Disorders	K4
CO-5	Evaluate the overall picture of a client with his/her strengths, weaknesses so that the counsellor can guide the client	K5
CO-6	Integrate the theory and practice of testing, become familiar with a few tests and what they mean and how they should be administered.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25PCP3CP03		Core Practical – 3: Psychological Testing (Fully Internal)							6	4
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO2	PSO 3	PSO4	PSO5	
CO-1	2	2	2	3	3	2	2	2	2	2	2.2
CO-2	2	3	2	3	3	2	2	2	2	2	2.3
CO-3	2	2	2	3	3	2	2	2	2	2	2.2
CO-4	3	2	2	3	3	2	2	2	2	2	2.3
CO-5	3	2	2	3	3	3	2	2	2	2	2.4
CO-6	2	2	2	3	3	2	2	2	2	2	2.2
Mean score overall											2.26 (High)

**Tests are listed below:**

1. Sentence Completion Test
2. Standard Progressive Matrices
3. Achievement Motivation Scale
4. Social Intelligence Scale
5. Stress Inventory
6. Cognitive style Inventory
7. Marital Adjustment Inventory
8. Organizational Commitment Scale
9. Wechsler's Adult Intelligence Scale (WAIS-IV)
10. Minnesota Multi Phasic Personality Inventory (MMPI)
11. Rosenberg Self-esteem Scale (RSES)
12. Leadership Preference Scale (LPS)
13. Quality of Life (QOL)
14. Procrastination Scale (PS)

15. Big-Five Inventory
16. 16 PF Inventory
17. Standard Progressive Matrices
18. FIRO-B
19. Thematic Appreciation Test
20. Rorschach Inkblot Test
21. Locus of Control Scale
22. Seiguin Form Board Test
23. Developmental Screening Test
24. Gessel Drawing Test
25. Mallins Intelligence Scale for Indian Children (MISIC)
26. Bhatia's Battery of Intelligence Test of Performance
27. Vineland Social Maturity Scale (VSMS)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25PCP3ES02A	Discipline Specific Elective - 2: Addiction Counselling	4	3

Course Objectives
To provide an in-depth knowledge of psychopathological conditions as defined in the DSM.
To enable the students to identify etiology, prevalence of addictions in persons
To equip the students with broad spectrum of strategies for Diagnosis, Assessment and Intervention programmes of various kinds of addictions besides mental illnesses.
To enable students to prepare appropriate treatment program for sobers.
To assess the level of addiction & it's impact on overall wellbeing

#### **UNIT I: Introduction (12 Hours)**

Clinical characteristics, epidemiology, etiology, models of addiction: Disease model, Moral model, social model and psychological model

#### **UNIT II: Presenting Problem (12 Hours)**

Understanding use, abuse and dependence. Early Identification (risk and protective factors), Social media, Alcohol & Types of drugs. Non-substance addictions, dual disorders, personality problems

#### **UNIT III: Assessment and Planning Intervention (12 Hours)**

Assessing the level of addiction (AUDIT, DAST-10), Assessing client's motivation, readiness and willingness to change (RCQ-TV, Revised, SOCRATES 8A). Assessing how both individuals and families have become dependent on addiction; Planning to create awareness about the evil effects of addiction and preparing the clients to be ready for treatment to become sober (AASES, BSCQ, ADCQ, What I Want from Treatment, 2.0)

#### **UNIT IV: Strategies (12 Hours)**

Counselling individual and families including children; improving the client's motivation through Motivational Enhancement techniques; 12-Step Programme, Solution-Focused Therapy.

#### **UNIT V: Process (12 Hours)**

Recovery and Relapse; Types of treatment intervention; De-addiction procedure; Psychosocial care - rehabilitation, after care measures. Social support

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Lecture, Seminar, Field Visit to the Treatment Center and Case Study
<b>Assessment Method</b>	MCQs, Group work, GD and case presentations.

#### **Books for Study:**

1. DiClemente, C. C. (2018). Addiction and change. The Guilford Press, NY.

**Unit I:** Chapter 12 (Sec 2.6, 2.7, 2.11 and 2.12)

**Unit II:** Chapter 3

**Unit III** Part II: Chapter 4 - 10

**Unit IV** Chapter 12

**Unit V** Chapter 13

#### **Books for Reference:**

1. Adams, H. E., & Sutker, P. B. (2001). Comprehensive handbook of psychopathology, (3rd Ed). Kluwer Academic publishers, Brazil.
2. Dana, R. Q., & Blevins, A. G. (2011). Substance Abuse Counselling, (4th ed.). Belmont, NY.
3. DiClemente, C. C. (2018). Addiction and change. The Guilford Press, NY.
4. Juhnke, G. A., & Hagedorn, W. B. (2006). Counselling addicted families: A sequential assessment & treatment model. Brunner-Routledge, NY.
5. May, G. (1992). Addiction & grace. San Francisco, CA: Harper.
6. Nakken, C. (1996). The Addictive personality: Understanding the addictive process and compulsive

behavior. Center City, MN: Hazelden.

7. Kala, A. Most of What You Know about Addiction is wrong. Speaking Tiger Publishers.
8. Ghuman, R. S., Jatinder, S., & Kaur, G. (2024). Dynamics of Drug Addiction & Abuse in India (1<sup>st</sup> Edition). Routledge India
9. Groves, P. & Farmer, R., (2009). Buddhism & Addiction. Addiction Research, 1994, Vol. 2, No. 2, pp. 183-194.

#### Website and eLearning Sources:

1. <https://www.ncbi.nlm.nih.gov/books/NBK310659/>
2. [https://www.lgbrimh.gov.in/resources/Addiction\\_Medicine/elibrary/iqmx.pdf](https://www.lgbrimh.gov.in/resources/Addiction_Medicine/elibrary/iqmx.pdf)
3. <https://newchoicestc.com/blog/addiction-assessment-tools/>
4. <https://www.ncbi.nlm.nih.gov/books/NBK559471/#:~:text=Substance%20abuse%20refers%20to%20patterns,person%20is%20considered%20substance%2Ddependent.>
5. <https://nida.nih.gov/publications/drugs-brains-behavior-science-addiction/treatment-recovery>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Remember the definitions, and kinds of addiction and the biases regarding people with addiction	K1
CO2	Understand the models of addiction, triggers for addiction, and the cultural, familial and personal (personality) reasons for maintaining the problem including dual disorders	K2
CO3	Apply the theories that are effective for treating addictions	K3
CO4	Analyze the internal context, the family situation and the level of motivation that might maintain the problem, and the trans theoretical stages of change the clients are in by recognizing the history of addiction.	K4
CO5	Evaluate the level of addiction by using some tools such as AUDIT. ASI, etc., interventions	K5
CO6	Synthesize the knowledge about the reality of addictions, recovery, and the various treatments that are available, and prevention	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25PCP3ES02A		Discipline Specific Elective - 2: Addiction Counselling							4	3
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO2	PSO 3	PSO4	PSO5	
CO-1	2	2	2	2	2	2	3	2	2	2	2.1
CO-2	2	3	3	2	2	2	3	2	3	2	2.4
CO-3	2	2	2	2	2	2	3	3	2	1	2.1
CO-4	2	3	2	2	2	2	3	2	2	2	2.2
CO-5	2	2	2	2	2	2	3	2	2	2	2.1
CO-6	2	2	2	2	2	2	3	2	3	3	2.3
Mean score overall											2.2 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25PCP3ES02B	Discipline Specific Elective – 2: Positive Psychology	4	3

Course Objectives
To enable the students to understand the aims and scope of positive Psychology
To apply the basic concepts from the course to an analysis of their own lives and personal strength
To understand EQ and related traits
To develop personal strategies of well –being
To explore the nuances of interconnectedness promoting psychological well-being

#### **UNIT I: Definitions (12 Hours)**

Definitions of Positive Psychology. Traditional psychology; positive psychology; goals, assumptions and definitions of positive psychology.

#### **UNIT II: Happiness Across Life Spans (12 Hours)**

The Meaning and Measure of Happiness: Psychology of well–being, happiness, two traditions- subjective well–being: the hedonic basis of happiness; self–realization, the eudemonic basis of happiness; comparing hedonic and eudemonic views of happiness. Happiness and the facts of Life: Happiness across the life span; gender and happiness; marriage and happiness; other facts of life.

#### **UNIT III: Emotions (12 Hours)**

Positive Emotions and Well- Being: Positive emotions, positive emotions and health resources; positive emotions and well- being; cultivating positive emotions. Positive Traits, personality, emotions and biology, positive beliefs.

#### **UNIT IV: Personal goals and Self regulations (12 Hours)**

Personal Goals as Windows to Well–Being: The search for universal human motives; the personalization of goals in self–concept; goals contribute most to well–being. Materialism and its discontents. Self – regulation and self –control: The value of self-control; Personal goals and self -regulation; goals that create self -regulation problems; everyday explanations for self–control failure; goal disengagement.

#### **UNIT V: Mind fullness and Wellbeing (12 Hours)**

Life Above Zero: Positive psychology revisited; interconnections of the “Good” and the “Bad”; contours of a positive life; meaning and means; mindfulness and well–being.

<b>Teaching Methodology</b>	Chalk & Talk, Videos, PPTs, Demonstration, Case Studies and Field Visit
<b>Assessment Method</b>	Brainstorming activities, games, MCQs, Group work, GD and case presentations

#### **Books for Study:**

1. Snyder, R. S. (2007). *Positive Psychology: The Scientific & Practical exploration of human strengths*. Sage Publications

#### **Books for Reference:**

1. Steve, B. R. & Marie, C. K. (2009). *Positive Psychology*. Dorling Kindersley, US.
2. Boniwell, I. (2006). *Positive Psychology in a Nutshell*. PWBC (Personal Well–Being Centre).
3. Franklin, Victor (2010). *Man’s search for meaning*. Rider Publications, London.



Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Enumerate the students to understand the aims and scope of positive psychology	K1
CO2	Discover the basic concepts from the course to analysis of their own lives and personal strength	K2
CO3	Illustrate health and healing across cultures	K3
CO4	Analyze positive and negative emotions and cultivate positive emotions for one's own well-being	K4
CO5	Recommend Life above Zero for positivity	K5
CO6	Formulate Personal goals, self-control and self-regulation	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours/Week	Credits
3	25PCP3ES02B		Discipline Specific Elective – 2: Positive Psychology							4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	2	3	2	3	2	3	2.5
CO2	3	3	2	2	2	3	2	2	2	2	2.3
CO3	3	2	3	2	3	2	3	2	2	2	2.4
CO4	2	3	2	2	2	2	2	2	2	3	2.2
CO5	3	2	2	2	2	2	2	2	2	2	2.1
CO6	3	2	2	2	2	2	2	2	2	2	2.1
Mean Overall Score											2.2 (High)

Semester	Course Code	Title of the Course	Hours	Credits
3	25SMS3RM01	Common Core (WS): Intellectual Property Rights (IPR)	4	2

Course Objectives
To impart knowledge on the Concept and kinds of IPR
To enhance the awareness of Patent Rights.
To analyze the protection and transfer of Copy Rights.
To create awareness on Trademarks
To make the students understand the practical aspect of registration.

#### **Unit I: Intellectual Property Rights (IPR) (12 Hours)**

Concept and kinds - Economic importance - IPR in India and Abroad – Genesis and Development – the way from WTO to WIPO -TRIPS, Nature of Intellectual Property, Industrial Property, technological Research, Inventions and Innovations – Important examples of IPR.

#### **Unit II: Patents (12 Hours)**

History, Types of patent, Objectives, Rights, Patent Acts 1970 and its amendments - Procedure of obtaining patents, working of patent, Infringement, Industrial Application: Non-Patentable Subject Matter, Registration Procedure, Rights and duties of Patentees

#### **Unit III: Copyrights (12 Hours)**

Introduction, works protected under copyright law, Rights, Transfer of Copyrights, Infringement, Remedies and Penalties.

#### **Unit IV: Trademarks (12 Hours)**

Objectives, Types, Rights, Protection of goodwill, Infringement, Passing off, Defenses, Domain name.

#### **Unit V: Registration and Protection (12 Hours)**

Meaning and practical aspects of registration of Copy Rights, Trademarks, Patents, Geographical Indications, Trade Secrets and Industrial Design registration in India and Abroad. Infringement of IPRs, Enforcement Measures, Emerging issues – Case Studies.

<b>Teaching Methodology</b>	Chalk and talk, Case analysis, Expert interaction and practical exposure
<b>Assessment Methods</b>	Online Test, Seminar, Library work and Case study methods

#### **Books for Study:**

1. Nithyananda, K.V. Intellectual Property Rights: Protection and Management. India, In: Cengage Learning India Private Limited. New Delhi, 2019.
2. S.V. Satarkar, Intellectual Property Rights and Copy Rights, Ess Ess Publications, New Delhi, 2002.
3. V. Scople Vinod, Managing Intellectual Property, Prentice Hall of India pvt Ltd, New Delhi, 2012.

#### **Book for References:**

1. Neeraj, P. and Khusdeep, D. Intellectual Property Rights. India, In: PHI learning Private Limited, New Delhi, 2014.
2. Ahuja, V.K. Law relating to Intellectual Property Rights. India, In: Lexis Nexis, 2017.
3. Deborah E. Bouchoux, "Intellectual Property: The Law of Trademarks, Copyrights, Patents and Trade Secrets", Cengage Learning, Third Edition, 2012.
4. Prabuddha Ganguli, "Intellectual Property Rights: Unleashing the Knowledge Economy", Tata McGraw Hill Education, New Delhi, 2011.
5. Edited by Derek Bosworth and Elizabeth Webster, The Management of Intellectual Property, Edward Elgar Publishing Ltd., New Delhi, 2013.

#### **Websites and E-Learning Resources:**

1. <https://testbook.com/ias-preparation/intellectual-property-rights-ipr>

2. [https://padeepz.net/ge8075-question-bank-intellectual-property-rights-regulation-2017-anna-university/#google\\_vignette](https://padeepz.net/ge8075-question-bank-intellectual-property-rights-regulation-2017-anna-university/#google_vignette)
3. [https://www.icsi.edu/media/webmodules/Academics/Intellectual\\_Property\\_Rights\\_Law\\_Practice.pdf](https://www.icsi.edu/media/webmodules/Academics/Intellectual_Property_Rights_Law_Practice.pdf)
4. <https://articles.manupatra.com/article-details/Patent-Types-Laws-related-to-them-in-India>
5. [https://www.legalserviceindia.com/legal/article-10384-law-of-patent-securing-intellectual-property-in-india.html#google\\_vignette](https://www.legalserviceindia.com/legal/article-10384-law-of-patent-securing-intellectual-property-in-india.html#google_vignette)

Course Outcomes		
CO. No.	CO- Statement	Cognitive Level (K- level)
	On successful completion of this course, the students will be able to	
CO-1	Get insight on the basic concepts of Intellectual Property Rights	K1
CO-2	Understand the basic concepts of applying for patent right, copy right and trade mark.	K2
CO-3	Understand and apply the appraisal methods for intellectual property rights	K3
CO-4	Understand and evaluate the functioning of the authorities authorized to grant patent	K4
CO-5	Analyze the working pattern of the intellectual property rights	K5
CO-6	Apply the knowledge gained by analyzing the case laws relevant to IPR	K6

Relationship matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25SMS3RM01		Common Core (WS): Intellectual Property Rights (IPR)							4	2
Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	3	3	2	3	3	2	3	3	2	2.7
CO-2	3	3	3	2	2	3	3	3	2	2	2.6
CO-3	3	3	3	3	2	3	3	2	3	3	2.8
CO-4	3	3	2	3	2	3	3	2	3	2	2.6
CO-5	3	3	3	2	2	3	3	3	2	3	2.7
CO-6	3	3	3	3	3	3	3	2	3	2	2.8
Mean Overall Score											2.7 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25PCP3SL03	Self-Learning: Psychological Wellbeing	0	1

Course Objectives
To comprehend the importance of psychological well-being in the digital world
To foster competency among the students to live meaningfully according to the signs of the times
To analyze the various factors affecting psychological well being
To develop a happiness model
To make understand the purpose of life through psychological models

#### UNIT I: Psychological health and wellbeing

Overview; Stress busters affecting psychological wellbeing; Mind, Heart and body disconnect; Stress and Psychological disorder; Isolation and loneliness; Deflating learning engagement; Lack of self- regulation in a digital environment

#### UNIT II: Digital learning and wellbeing

Strategies to foster psychological wellbeing; Building a social presence model; Peer tutoring; Building digital participation and resilience: Supporting metacognitive skills; Managing workload; Mindfulness

#### UNIT III: Psychology of happiness

What is happiness? What makes us happy? Developmental, Socio, cultural and Economic factors and happiness; Happiness model: Beliefs and values; Emotions; Self concepts; Attitude; Drives and motives; Knowledge; Skills and Physical characteristics

#### UNIT IV: Meaning and Purpose in life

Abraham Maslow, Victor Frankl, Martin Seligman, Robert Kegan, Albert Bandura; Life goals; Interpersonal relationships (JOHARI WINDOW) and healthy inner core; Ways to create meaning in life

#### UNIT V: Happiness Activities

Optimism and success; Expressing gratitude and positive thinking; Empathy; Humour, Love and kindness; Avoiding over-thinking and social comparisons; Gratitude journal & Wellness inventory.

Teaching Methodology	Self-study with the guidance of various professors assigned to assist the students
Assessment Method:	Brainstorming activities, games, MCQs, Group work, GD and case presentations

#### Books for Study:

1. APA. Martin, S., (2004). *Authentic happiness*. Simon & Schuster

UNIT I: Chapter I UNIT II: Chapter II

UNIT III: Chapter III

UNIT IV: Chapter IV UNIT V: Chapter V

#### Books for References:

1. APA. Martin, S., (2004). *Authentic happiness*. Simon & Schuster, USA
2. Bulka, R. P., (1978). *Is Logotherapy Authoritarian*, (1978). Journal of Humanistic Psychology, 18(4), 45-54.
3. Costello, S. J., (2019). *Applied logotherapy: Viktor Frankl's philosophical psychology*. Cambridge Scholars Publishing, NY.
4. Devoe, D., (2012). Inquiries Journal, 4 (07). Viktor Frankl's logotherapy: The search for purpose and meaning. *Inquiries Journal*, 4(07).
5. Lam, K., & Seiden, D., (2020). *Effects of a Brief Mindfulness Curriculum on Self-Reported*
6. *Executive, Functioning and Emotion Regulation in Hong Kong Adolescents*. Mindfulness. Vol
7. pp. 627-642.
8. Smeda, N., Dakich, E., & Sharda, N., (2014). *The Effectiveness of Digital Storytelling in the Classrooms: A Comprehensive Study*. Smart Learning Environments. Vol 1, number 6.

9. Steve, B. R. & Marie, C. K., (2009). Positive psychology. India: Dorling Kindersley, London
10. Vohs, D. Kathleen (2006). Self and Relationships. New York: The Guilford Press.
11. Young Minds, (2016). Resilience for the Digital World: Research into Children and Young People's Social and Emotional Wellbeing Online.

#### Websites and eLearning Sources:

1. [https://youngminds.org.uk/media/1490/resilience\\_for\\_the\\_digital\\_world.pdf](https://youngminds.org.uk/media/1490/resilience_for_the_digital_world.pdf)
2. <https://ijip.in/wp-content/uploads/2020/06/18.01.055.20200802.pdf>
3. <https://all-digital.org/wp-content/uploads/2023/12/20.12.2023-Digital-Well-Being-Report.pdf>

CO No	Course Outcomes	K-Levels
CO1	Identify the importance of psychological well-being in the digital world	K1
CO2	Discover competency among the students to live meaningfully according to the signs of the times	K2
CO3	Illustrate the various factors affecting psychological well-being	K3
CO4	Explain various types of happiness models	K4
CO5	Summarize happiness activities in the digital world	K5
CO6	Integrate mindfulness activities for healthy mind and body	K6

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours/Week	Credits
3	25PCP3SL03	Self-Learning: Psychological Wellbeing								0	1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	2	2	3	2	3	2.4
CO2	2	2	3	2	2	2	2	2	2	3	2.2
CO3	3	2	3	2	2	3	2	2	3	2	2.4
CO4	3	3	2	2	2	3	2	2	2	2	2.2
CO5	2	2	3	2	3	2	3	2	2	3	2.4
CO6	2	3	2	2	2	2	2	2	2	3	2.2
Mean Overall Score											2.34 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25PCP4CC10	Core Course – 10: Ethical and Legal Issues in Counselling	5	4

Course Objectives
To familiarize students with the relevant professional codes of ethics governing counseling practice
To practice Positive ethics that strives to achieve the highest ethical standards in the profession
To enable the students to check one's own belief systems that lay the foundation for ethics
To learn a structured approach to ethical decision-making when encountering complex situations
To become aware of the emerging ethical issues in the field of counselling psychology

#### **UNIT I: Ethical Issues and decision-making in Counselling Practice (15 Hours)**

Understanding of ethics; Code of Conduct; Putting the clients' needs before one's own; Informed Consent; Ethical Decision-Making; Some Basic Rights of clients; Dimensions of confidentiality; The Contract; Therapist competence, Education and Training

#### **UNIT II: Personal and Professional boundaries (15 Hours)**

Maintaining Boundaries; Professional Ability; Competence; Personal Problems; Ethical dilemmas in maintaining confidentiality; Respecting Patient Differences; Getting the Authorities Involved; Dual Relationships; Providing proper testimony; Monitoring other therapists; Counsellor reviews.

#### **UNIT III: Special Issues (15 Hours)**

Ragging, social media; Cyber-crimes; Child abuse, rape, Separation, Divorce, Miscarriage & Abortion; Euthanasia; Mercy Killing; Suicide; Homicide; Genocide

#### **UNIT IV: Special Population (15 Hours)**

Ethical issues regarding School Counselling; Adolescents & Adults; Family Counselling; Industrial counselling; Medical counselling, Counselling in prisons and correctional centres.

**UNIT V: Current and Emerging Ethical Issues for Counselling Psychology (15 Hours)** Gender issues, Equality; Online counselling, Computer and its nuances in counselling, Termination and post-termination ethical issues.

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Group Discussion and Case Study
<b>Assessment Method</b>	MCQs, Group work, GD and case presentations and research paper writing.

#### **Books for Study:**

1. Barnett & Johnson. (2010). *Ethics desk reference for counselors*, (2nd Edition).

**Unit I:** Section A **Unit II:** Section B

**Unit III:** Section C **Unit IV:** Section F **Unit V:** Section H

#### **Books for Reference:**

1. Corey, G. (1998). *Issues and Ethics in the Helping Profession*. Brooks / Cole Publishing Company, NY
2. Bhola, P., & Raguram, A. (Eds). (2016). *Ethical Issues in Counselling and Psychotherapy Practice: Walking the Line*. Springer, NY.
3. Doherty, W. (1995). *Soul Searching*. Basic Books. NY
4. Pederson, P. (Ed). (1999). *Multiculturalism as a Fourth Force*. Hamilton Printing Company.
5. Sue, D., & Sue, D. W. (1990). *Counselling the Culturally Different: Theory and Practice*. John Wiley & Sons, Inc. Boston.

#### **Website and e-Learning Sources:**

1. [https:// www.counsellingconnection.com](https://www.counsellingconnection.com)
2. <https://www.indiancounsellingservices.com/boundaries-in-a-counseling-relationship/>
3. <https://on line.marquette.edu/education/blog/integrating-technology-in-counseling>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K-Level)</b>
	On successful completion of this course, students will be able to	
<b>CO1</b>	Observe minimum standards of ethical practice for counselling psychologists.	<b>K1</b>
<b>CO2</b>	Demonstrate Positive ethics that strives to achieve the highest ethical standards in the profession	<b>K2</b>
<b>CO3</b>	Prepare the students to check one's own belief systems that lay the foundation for ethics	<b>K3</b>
<b>CO4</b>	Appraise the students to establish a professional relationship	<b>K4</b>
<b>CO5</b>	Support the students to understand the APA Ethical principles of psychologists and code of ethics and ACA code of ethics	<b>K5</b>
<b>CO6</b>	Anticipate the ways in which to protect themselves from malpractice claims and charges of ethical violation	<b>K6</b>

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>								<b>Hours/Week</b>	<b>Credits</b>
<b>4</b>	<b>25PCP4CC10</b>	<b>Core Course – 10: Ethical and Legal Issues in Counselling</b>								<b>5</b>	<b>4</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	3	2	2	2	3	2	3	<b>2.4</b>
<b>CO2</b>	2	2	3	2	2	2	3	2	2	3	<b>2.5</b>
<b>CO3</b>	3	2	3	2	2	3	2	2	3	2	<b>2.4</b>
<b>CO4</b>	3	3	2	3	2	3	2	3	2	2	<b>2.4</b>
<b>CO5</b>	2	2	3	2	3	2	3	2	2	3	<b>2.4</b>
<b>CO6</b>	2	3	2	2	2	2	2	2	2	3	<b>2.2</b>
<b>Mean Overall Score</b>										<b>2.38 (High)</b>	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25PCP4CC11	Core Course – 11: Educational Psychology	5	3

Course Objectives
To give students a broad overview of the field of health psychology, including concepts, theory, and Research
To understand the psychosocial processes that influence health and health care delivery
To give a positive attitude in accepting oneself
To enhance strategies over developing confidence
To understand the statutory requirements of educational counselling

#### **UNIT I: History of School Counselling (15 Hours)**

Introduction to guidance and counselling: History, Counselling movement in India, meaning, nature, scope and needs of guidance and counselling in schools, individual differences, the role of student counsellor and teacher in school counselling - important features; school counselling for the 21st century.

#### **UNIT II: Learning Disabilities (15 Hours)**

Areas of Educational Guidance: purpose, functions, guidance for special learners: gifted and creative students, under-achievers, students with learning disabilities; career guidance-.

#### **UNIT III: Deviant Behaviors (15 Hours)**

Counselling and management of common childhood and adolescence problems: School refusal, scholastic backwardness, conduct and emotional problems, deviant behavior; delinquency; peer pressure, counselling adolescents regarding sexuality, gender sensitization; substance abuse, counselling parents and teachers.

#### **UNIT IV: Management Strategies (15 Hours)**

Strategies: Guidance strategies for social and personal problems developing self- confidence, assertiveness training, improving communication skills, mental and physical methods of relaxation; study skills training, problem solving techniques, managing motivation, time management techniques, decision making theories & techniques, remedies for procrastination.

#### **UNIT V: Ethical Issues (15 Hours)**

Process: Statutory requirements, implications for counselors, support networks, referral processes; legal and ethical responsibilities in educational counselling: legal concepts - ethical standards - government regulations - maintaining good student records. Child Welfare Committee, Helpline numbers (Child and Women), One-stop centres, POCSO and JJ act.

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Field Visit to nearby schools, Practicing student counselling and Case Study
<b>Assessment Method</b>	MCQs, Group work, school counselling and case presentations and research paper writing.

#### **Books for Study:**

1. I BESE-132 Guidance and Counselling, IGNOU, New Delhi, 2017., Indian Approaches to Counselling, IGNOU, New Delhi  
**Unit - I Chapter 1 (Sec 1.3.1)**
2. I Pal, Kulwinder. Guidance and Counselling, New Delhi: USI Publications.  
**Unit - I Chapter 1 (Sec 1.1, 1.2 and 1.3)**  
**Unit - II Chapter 6 (Sec 6.1, 6.2, 6.3, 6.6, 6.6.2, 6.6.3) chapter 9 (sec 9.2.1, 9.2.2, 9.2.3)**  
**Unit - III Chapter 6 (sec 6.6.1) Chapter 9 (9.2.1)**  
**Unit - IV Chapter 6 (sec 6.6.4, 6.6.5)**
3. MODULE 1: GUIDANCE: CONCEPT AND NEEDS  
**Unit - I Chapter 1 (sec 1.2.2, 1.4, 1.5), Chapter 6 (sec 6.2)**  
**Unit - II Chapter 1 (Sec 1.5), Chapter 2 (Sec 2.2 And 2.3)**  
**Unit - V Chapter 6 (Sec 6.2)**
4. Goswami, D. Educational Counselling and Guidance in Indian Context. New Delhi.  
**Unit - I Chapter 1 (Sec 2, 3 and 4)**



5. Trude Havik<sup>1</sup>, T. & Ingul, J.M. (2021). How to Understand School Refusal, Norway: Conceptual Analysis Publications,  
**Unit - III Chapter 1 (Sec 1)**
6. Mancini, M. (2003). Time Management. New York: McGraw-Hill Publications.  
**Unit - IV Chapter 3 (sec 3.1-3.6), 4 (sec 4.1-4.6) & 5 (sec 5.1-5.9)**
7. (2016). ASCA Ethical Standards for School Counselors.  
**Unit - V Chapter 5 (Sec A-F)**

#### Books for Reference:

1. Baker, S. B. & Gerler, E. R., Jr. (2004). *School Counselling for the Twenty First Century*, (4th Ed.). New Jersey: Pearson Education.
2. Berki, B.G., & Mukhopadhyay, B. (1989). *Guidance & Counselling*, Sterling Publication Pvt. Ltd, Delhi.
3. Ziomek-Daigle, J., (2017). *Counselling Children and Adolescents Working in School and Clinical Mental Health Settings*. Routledge Publications, NY.
4. Pandey, K. P., (1985). *Advanced Educational Psychology*, (2nd Ed.). Konark Publication Ltd.
5. Prout H. T., & Fedewa L. A., (2015). *Counselling and Psychotherapy with Children and Adolescents*, (5th Ed.). New Jersey: John Wiley & Sons, Inc., Hoboken.
6. Sharma, M. (2021) Indian Psychology- Exploring the Historical Roots, Emerging Trends and Future Implications. The International Journal of Indian Psychology, ISSN 2348-5396.
7. Parischa, Prem (1976). Guidance and Counselling in Indian Education, IGNOU

#### Websites and eLearning Sources:

1. V. K. Maheshwari, V. K. (2014). Individual Difference Among Children in School  
<http://www.vkmaheshwari.com/WP/?p=1410>
2. Substance Abuse Treatment for Persons with Child Abuse and Neglect Issues. <https://www.ncbi.nlm.nih.gov/books/NBK64902/>
3. Sutton. J, 2021. How to Perform Assertiveness Skills Training: 6 Exercises. Positive psychology. <https://positivepsychology.com/assertiveness-training/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K - Level)
	On successful completion of this course, students will be able to	
CO1	Recall the basics and ethical phenomenon of educational counselling	K1
CO2	Recognize individual strengths and challenges in educational counselling	K2
CO3	Practice evidence-based techniques and strategies in the context of educational counselling	K3
CO4	Inspect the ethical and legal issues in the context of educational counselling	K4
CO5	Assess and examine the pupils' personal learning plan for high graduation and their career pathway	K5
CO6	Incorporate interpersonal skills to build positive relationships with peers, adults and community around them	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours/Week	Credits
4	25PCP4CC11		Core Course – 11: Educational Psychology							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	2	2	2	3	2	2	2	2.1
CO2	2	3	1	1	2	2	3	2	2	3	2.1
CO3	2	2	3	3	3	3	3	3	3	3	2.8
CO4	3	3	2	3	2	2	3	2	3	3	2.6
CO5	2	2	2	2	2	2	3	2	2	2	2.1
CO6	2	3	3	1	2	2	3	2	2	2	2.2
Mean Overall Score											2.31 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25PCP4CC12	Core Course - 12: Recent Trends in Counselling	5	4

Course Objectives
To enable students to be in touch with the Counselling profession all over the world.
To help the students reflect on the challenges the Counselling profession is facing now.
To help the students be prepared to be effective helpers in spite of the challenges
To prepare students to offer counselling across the culture
To design their own vision of the profession

#### **UNIT I: Introduction (15 Hours)**

The challenges the Counselling profession from the very beginning; How it emerged victorious by becoming relevant to the times; The effects of Social media and online counselling; Counselling many people (families and groups) through a paid app such as Zoom. Indian approaches to Counselling.

#### **UNIT II: CACREP (15 Hours)**

Becoming conversant with the standards of CACREP in a Counselor program; Understanding the spirit behind the standards; ACA Code of ethics; Graduate Counselling programs' right to set standards.

#### **UNIT III: Consensus Definition of Counselling (15 Hours)**

Counselling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. Innovations in counselling practice.

#### **UNIT IV: Multicultural Counselling (15 Hours)**

Understanding diversity (Indian culture); Understanding personal biases and prejudices; Preparing personally and professionally to counsel diverse populations; Becoming aware of the LGBTQ+ needs and issues; Preparing to go beyond personal limitations.

#### **UNIT V: A Vision for the Future of Counselling (15 Hours)**

A vision for the effectiveness of counselling; A personal vision for the self-development of student-counsellor; A vision for the profession based on the signs of the times and the needs of people.

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Lecture, Seminar, Field Visit and Case Study
<b>Assessment Method</b>	MCQs, Group work, school counselling and case presentations, online counselling

#### **Books for Study:**

1. Monitor on Psychology (2021). Publication of American Psychology Association
2. Patrick, P. K. S. (2006). Contemporary issues in Counselling. New York: Pearson.  
**Unit I:** Chapter 1& 2 & 3: Monitor on Psychology (2021). Publication of American Psychology Association  
**Unit II:** Chapter 4: Monitor on Psychology (2021). Publication of American Psychology Association
3. Association  
**Unit III:** Monitor on Psychology (2021). Publication of American Psychology Association  
**Unit IV:** Chapter 6: Patrick, P. K. S. (2006). Contemporary issues in Counselling. Pearson, London.  
**Unit V:** Chapter 7: Patrick, P. K. S. (2006). Contemporary issues in Counselling. Pearson, London.

#### **Books for Reference:**

1. Hurlihy, B., & Dufrene, R. L. (2011). Current and Emerging Ethical Issues in Counselling: A Delphi Study of Expert Opinions. <https://doi.org/10.1002/j.2161-007X.2011.tb01028.x>
2. Patrick, P. K. S. (2006). Contemporary issues in Counselling. New York: Pearson.
3. Frankle, V. E. (2006). Man's search for meaning. Boston, MA: Beacon Press.
4. Mohan, A. G. & Mohan, I. (2004). Yoga therapy. Shambhala Pubns, Colorado
5. Pandey, R. & Tiwari, G. B. (2017). Role of Ayurvedic factors in Psychology. Ayurved Sanskrit Hindi Pustak Bhandar, Jaipur.

6. Frawley, D. & Kshirsagar, S. (2017). The art & science of Vedic Counselling. Motilal Banarsidass Publishers Pvt. Ltd.

#### Websites and eLearning Sources:

1. <https://pmc.ncbi.nlm.nih.gov/articles/PMC7785056/>
2. <https://www.cacrep.org/>
3. <https://journals.sagepub.com/doi/full/10.1177/24551333221127508>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Remember and recollect the evolutionary process pertaining to the Counselling profession and explore the various platforms available in social media and online counselling	K1
CO2	Understand and conversant with Counselling standards available today	K2
CO3	Reflect on the challenges the Counselling profession is facing now and prepare them to be effective counsellors	K3
CO4	Integrate innovations in counselling and remaining relevant to the demands of counselling profession	K4
CO5	Adapt diverse populations, multicultural Counselling and Counselling LGBTQ+	K5
CO6	Develop one's own fabric of vision of Counselling as a professional Counselling Psychologist	K6

Relationship Matrix											
Semester	Course Code	Title of the Course								Hours/Week	Credits
4	25PCP4CC12	Core Course - 12: Recent Trends in Counselling								5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	1	3	2.5	2.5	2	2	2	3	3	2	2.2
CO2	2	2	2	2	2	2	3	2	3	3	2.3
CO3	3	2	3	2	2	1	2	2	2	2	2.3
CO4	2	2	3	2	2	3	2	3	2	1	2.2
CO5	2	2	3	2	2.5	3	3	2	2	2	2.4
CO6	2	3	3	2	2.5	3	3	2	2	3	2.3
Mean Overall Score											2.28 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25PCP4CP04	Core Practical - 4: Supervision (Fully Internal)	5	3

Course Objectives				
To establish minimum standards of ethical practice for counselling psychologists.				
To practice Positive ethics that strives to achieve the highest ethical standards in the profession				
This course enables the students to check one's own belief systems that lay the foundation for ethics				
To present the case studies with peer group members				
To integrate the theoretical learnings with the practicum and internship				

As the final course in the clinical sequence, more advanced goal setting on the part of each student is assumed. Focus of supervision is on Mid and End phase dimensions of counselling and directed toward the termination of internship experience in general.

Students are encouraged to experiment with their expanded conceptual and intervention frameworks. Consolidating their Counselling style, with an eye towards presenting the M.A. Project or M.A thesis, the student will receive general and specific assistance and support.

The supervisory experience will utilize an individual-in-group model, i.e., several individuals present their work each week. The group is utilized in a variety of ways that foster and encourage particular feedback as sought by the intern. Structure of the group is the responsibility of both students present and the supervisor.

A developmental model of supervisee's professional growth is assumed in the group design. The beginning portion of each group session is devoted to community building. The Supervisor will assess the student's performance, learning curve, and the skills acquired, and give marks for a total of 100.

Semester	Course Code	Title of the Course	Hours	Credits
4	25PCP4ES03A	Discipline Specific Elective – 3: Health Psychology	4	3

Course Objectives
To introduce health psychology concepts, including health behaviors and the mind-body connection.
To understand the psychological impact of illness, disability, and health-enhancing behaviors.
To apply health psychology in addressing impairment, disability, and patient care.
To analyze patient needs in terminal illness and family coping mechanisms.
To integrate counseling skills to support individuals facing physical or psychological challenges.

#### **Unit – I: Dimensions of Health Psychology (12 Hours)**

Health Psychology: Definition, concept, objectives, its nature, need and scope; the roles and functions of a health counsellor; Ayurvedic Concept of Health and Wellness; health psychology.

#### **Unit – II: Approaches to Health Psychology (12 Hours)**

Psychological, social and economic implications of illness and disability: Patient and his family; concepts of patient as a person, patient as a whole, the psychosomatic approach; multidisciplinary teamwork; health enhancing behavior.

#### **Unit – III: Dealing with specific needs (12 Hours)**

Causes, types and classification of physical handicaps: orthopedic disability, visual handicap, aural impairment and speech disability; nature and significance of pain; Health compromising behavior; Role of the medical counselor in the following settings: outpatient unit, intensive care unit, pediatric ward, maternity ward, Medical Termination of Pregnancy (MTP clinic), family planning center

#### **Unit – IV: Models of Health Psychology (12 Hours)**

Theory of planned behavior; Stress management; Patient Counselling involving guidance and collaborative problem solving to help the patients to better manage their health problems. Understanding hospital as an organization: Goals, technology, structure and functions, departments, administrative procedures, implications of hospitalization for the patient and his family. Promoting health and wellness.

#### **Unit – V: Therapies in Health Psychology (12 Hours)**

Yoga and Pranayama; Grounding Techniques and Mindfulness.

<b>Teaching Methodology</b>	Power Point Presentation, Video Presentation, Field Visit and Case Study
<b>Assessment Method</b>	MCQs, Group work, medical counselling and case presentations

#### **Books for Study:**

- Unit – I** Chapter 1 & 2 - Ogden, J. (2004). Chapter 1 - Taylor, S. E. (2006).
- Unit –II** Chapter 2 & 3 - Ogden, J. (2004).
- Unit – III** Chapter 10, 11 & 12 - Ogden, J. (2004).
- Unit – IV** Chapter 5 - Taylor, S. E. (2006).
- Unit – V** Chapter 3 & 6 - Taylor, S. E. (2006).

#### **Books for Reference:**

1. Cannon, I. M. (1952). On the social frontier of medicine: Pioneering in medical social service. Harvard University Press.
2. Codey & Carol H. (1951). Social aspects of illness. London: W.B. Saunders Com.
3. Field, M. (1967). Patients are people: A Medical Social approach to prolonged illness.
4. Hamilton, K. W. (1950). Counseling the handicapped in the rehabilitation process.
5. Ogden, J. (2004). Health psychology: A text book. Berkshire, England: Open University Press & McGraw Hill.
6. Pattison, H. A., (ed.). (2012). The handicapped and their rehabilitation. Literary Licensing, LLC.
7. Rawat, D. (2005). Health Psychology. Jaipur, India: Sublime Publications.

8. Taylor, S. E. (2006). Health Psychology. Tata McGraw Hill Company, NY.

### Websites and eLearning Sources:

1. <https://med.emory.edu/departments/pediatrics/divisions/neonatology/dpc/impairment-mx.html>
2. [https://iris.who.int/bitstream/handle/10665/41003/9241541261\\_eng.pdf;jsessionid=8120881EA822B6DFADAEC3D51C10D953?sequence=1](https://iris.who.int/bitstream/handle/10665/41003/9241541261_eng.pdf;jsessionid=8120881EA822B6DFADAEC3D51C10D953?sequence=1)
3. <https://surgery.wustl.edu/three-aspects-of-health-and-healing-the-biopsychosocial-model/>
4. <https://www.sciencedirect.com/topics/medicine-and-dentistry/health-belief-model>
5. <https://www.ncbi.nlm.nih.gov/books/NBK304183/>
6. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9575566/>

CO. No.	CO-Statements	Cognitive Levels (K-levels)
On successful completion of this course, students will be able to		
CO-1	Define health psychology; health and behaviors; promotion and maintenance of health; body-mind relationship; the concepts of medical psychology and related aspects.	K1
CO-2	Understand the psychological implications of illness and disability; patient as a person; health enhancing behavior; understand the factors that allow people to be healthy, recover from an illness or cope with a chronic condition.	K2
CO-3	Apply the attitude of health profession; understanding of impairment, disability and handicap.	K3
CO-4	Analyze the specific problems and needs of patients, especially those with terminal illnesses; analyze how the family members cope with crisis situations.	K4
CO-5	Evaluate the various models of counselling patients as well as counselling skills required for specific population that has illness and pain along with psychological suffering.	K5
CO-6	Integrate the counselling skills with the knowledge of the need for health and promotion of health to help people who suffer due to physical or psychological problems.	K6

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25PCP4ES03A		Discipline Specific Elective – 3: Health Psychology							4	3
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	1	1	1	1	2	3	1	2	1	1.5
CO-2	3	2	2	3	2	2	3	2	2	3	2.4
CO-3	2	1	1	3	1	1	2	1	1	2	1.5
CO-4	2	3	3	3	2	2	3	2	3	3	2.6
CO-5	3	3	3	3	3	3	3	2	3	3	2.9
CO-6	3	3	3	3	3	3	3	2	3	3	2.9
Mean score overall											2.3 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25PCP4ES03B	Discipline Specific Elective 3: Personality Development	4	3

Course Objectives
To understand the real and projected selves and meaning in life
To process emotions and develop techniques to improve interpersonal living
To get acquainted with personality inventories and psychological tools
To develop personal, social and professional skills
To learn various theories and types of personalities

#### **UNIT I: Types of Personality (12 Hours)**

Introduction to personality: Definitions of personality. Types and Traits of personality; Influences on personality development: Nature vs. Nurture; culture and environment; psychological mechanisms

#### **UNIT II: Theories of Personality (12 Hours)**

Basic theories of personality development; personality determinants; understanding of the rationale of various theories of personality such as Raymond Cattell's 16 PF; Robert McCrae and Paul Costa's theory of the Big Five

#### **UNIT III: Psychological Mechanisms (12 Hours)**

Applying the theories of personality and psychological mechanisms to oneself. Understanding one's Beliefs, attitudes, feelings, needs, motivation, values, and the rest of the psychological mechanisms. Persistence and change

#### **UNIT IV: Personality Inventories (12 Hours)**

Personality Inventories: Understanding one's own personality based on stages of development; learning by taking certain tools such as personality inventories: Big Five, 16PF, NEO-PI-3 and Enneagram

#### **Unit V: Holistic understanding of Personality (12 Hours)**

Holistic Understanding of Personality: Developing social skills to relate, communicate, and go beyond self; and Leadership Skills to lead, influence and contribute to the welfare of humanity; holistic understanding of personality with a Bio-psycho-socio- spiritual approach;

<b>Teaching Methodology</b>	Self-study with the guidance of various professors assigned to assist the Students
<b>Assessment Method</b>	MCQs, Group work, Personality testing, Personality tools, scoring and interpretations.

#### **Books for Study:**

1. Hurlock, E. B. (2006). *Personality Development*, 28th Reprint. New Delhi: Tata McGraw Hill.

**UNIT - I** Chapter 1

**UNIT -II** Chapter 2 **UNIT - III** Chapter 5 **UNIT - IV** Chapter **UNIT - V** Chapter

#### **Books for Reference:**

1. Carnegie, D., How to develop self-confidence and influence people by public speaking.LA
2. Costa, Jr., P. T., & McCrae, R. R. NEO Personality Inventory-3™ Enneagram, Brazil
3. Covey, S. R. (2019). *7 habits of highly effective people*. Simon & Schuster Ltd, US.
4. Goleman, D. (2021). *Emotional intelligence: why it can matter more than IQ*. New Delhi: Bloomsbury Publishing India Pvt Ltd.
5. Lencioni, P., & Travis, B. (2009). *Emotional Intelligence 2.0*. San Diego, CA: Talent Smart.

(This course can also be considered as Value added Course. Besides the students of the Dept. of Counselling Psychology, anyone who is interested in developing one's personality by understanding what personality is, and its determinants can attend this course. Though the use of 16 PF is free, attendees will have to pay for the use of Personality inventories such as NEO-PI and Enneagram)



**Websites and eLearning Source:**

1. **Going beyond Howard Gardner's Multiple Intelligences:** Daniel Goleman's theory of Emotional Intelligence; Emotional Processing; Critical goals for EQ. Increasing awareness of and developing techniques to improve EQ

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K - Level)</b>
	On successful completion of this course, students will be able to	
<b>CO1</b>	Remember the definitions of personality, historical background, various types and traits of personality	<b>K1</b>
<b>CO2</b>	Understand the rationale behind various theories and types of personalities such as the Big Five, 16 PF, etc.	<b>K2</b>
<b>CO3</b>	Apply the theories to themselves through self-exploration and feedback and improve their perception acquainted with personality inventories and psychological tools	<b>K3</b>
<b>CO4</b>	Analyze self and others through the understanding of the concepts of Developmental Stages of Development.	<b>K4</b>
<b>CO5</b>	Evaluate one's and others' personality by taking certain personality inventories	<b>K5</b>
<b>CO6</b>	Integrate their own knowledge of their strengths and weaknesses and plan to develop their personality and improve their personal, social and professional skills including emotional intelligence. Approach: Bio-psycho, socio, spiritual approach.	<b>K6</b>

<b>Relationship Matrix</b>											
<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours/Week</b>	<b>Credits</b>
<b>4</b>	<b>25PCP4ES03B</b>		<b>Discipline Specific Elective 3: Personality Development</b>							<b>4</b>	<b>3</b>
<b>Course Outcomes</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	2	2	2	2	2	2	2	<b>2.1</b>
<b>CO2</b>	2	3	2	2	2	2	2	2	2	2	<b>2.1</b>
<b>CO3</b>	2	3	2	3	2	2	2	2	3	2	<b>2.3</b>
<b>CO4</b>	2	3	3	3	2	2	2	2	2	2	<b>2.3</b>
<b>CO5</b>	2	3	2	2	2	2	2	2	2	2	<b>2.1</b>
<b>CO6</b>	2	3	2	2	3	2	2	2	3	2	<b>2.3</b>
<b>Mean Overall Score</b>											<b>2.2 (High)</b>

<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Hours/Week</b>	<b>Credits</b>
<b>4</b>	<b>25PCP4PW01</b>	Project Work and Viva Voce	<b>6</b>	<b>3</b>

The M.Sc. Project or Thesis provides the student with the opportunity to synthesize his or her didactic and clinical learnings of the past two years, which include the psychological, personal and professional dimensions of the students' overall experience. Believing that learning has occurred and that personal synthesis has accompanied the student's journey into the professional counselling community, the project should exemplify the steps taken along the way. The preparation, writing and presentation of the Integration Project or Thesis can be done with scientific research in mind. Students can do the project upon a consultation model with peers. The faculty will be available to guide the students on the development of projects. The guide who helps the student to write the project or thesis and the examiner who evaluates during a Viva will both give marks for a total of 100.

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25PCP4CE01	Comprehensive Examination	0	2

### Course Objectives

- To demonstrate the acquisition of a broad knowledge in counselling psychology /
- To integrate the concepts, principles and theories studied during their course work.
- To allows students develop global view on the various courses
- To assess the student's knowledge of the area(s) of specialization
- To provide a roadmap for further higher pursuit of knowledge and career choices

### UNIT I: Theories of Counselling & Practice

General introduction to psychology, Psychodynamic theories, Behaviour Theories, CBT, REBT, DBT, Humanism, Existentialism, Family therapy, Solution Focused Therapy, Feminist therapy

### UNIT II: Counselling Skills

Counsellor as a person and professional, Skills of attending, listening, paraphrasing, summarizing, empathy, confronting, challenging, advanced empathy, counselling models.

### UNIT III: Psychopathology

Client intake models; Mood Disorders; Personality Disorders; Physical disorders, psychosocial disorders, Special population; MSE, Pharmacotherapy for all disorders, alcohol and drug addictions, DSM V, ICD 10.

### UNIT IV: Psychology of Human Development

Psychology of Human Development; Organizational psychology, Educational psychology; Research methodology, Social psychology, Rehabilitation counseling, Current issues and trends in counseling, & psychological testing

### UNIT V: Ethical and Legal Issues in Counselling

Ethical Issues in Counselling, Personal and Professional boundaries, Special Issues, Special Population, Current and Emerging Ethical Issues for Counselling Psychology

### Books for Study:

1. Corey, Gerald (2019). Theory and practice of counselling and psychotherapy. Cengage India Private Limited

### Books for Reference:

1. Elizabeth, B. & Hurlock. *Developmental Psychology – A Life Span Approach*, (5th Ed.). Tata McGraw-Hill Publishing Co. Ltd.
2. Hurlock, E. B. (2006). *Personality Development*, 28th Reprint. New Delhi: Tata McGraw Hill
3. Kaila, H. L., (2019). *Organisational Psychology*. Wiley India.
4. Kumar, A. & Meenakshi, N., (2009). *Organizational behavior: a modern approach*. Noida
5. Mukherjee, A. (2015). *A Text Book of Abnormal Psychology*. Rajat Publication.
6. Steve, B. R. & Marie, C. K., (2009). *Positive psychology*. India: Dorling Kindersley
7. Waldinger, G. (2018). *Psychiatry for Medical Students*. American Psychiatry Publishing.
8. Yalom, D. I. (1995). *The Theory and practice of Group Psychotherapy*, (4th Ed.). Basic Books. NY.

### Journals:

1. V. K. Maheshwari, V. K. (2014). Individual Difference Among Children in School  
<http://www.vkmaheshwari.com/WP/?p=1410>
2. Substance Abuse Treatment for Persons with Child Abuse and Neglect Issues.  
<https://www.ncbi.nlm.nih.gov/books/NBK64902/>
3. Sutton. J, 2021. How to Perform Assertiveness Skills Training: 6 Exercises. Positive psychology.  
<https://positivepsychology.com/assertiveness-training/>

**Website and e-Learning Sources:**

1. [https:// www.counsellingconnection.com](https://www.counsellingconnection.com)
2. <https://www.nimh.nih.gov/health/topics/mental-health-medications>
3. [https://iris.who.int/bitstream/handle/10665/44095/9789241547697\\_eng.pdf](https://iris.who.int/bitstream/handle/10665/44095/9789241547697_eng.pdf)
4. <https://www.britannica.com/science/psychological-development>
5. <https://www.sciencedirect.com/topics/social-sciences/organizational-psychology>

<b>Course Outcomes</b>		
<b>CO No.</b>	<b>CO-Statements</b>	<b>Cognitive Levels (K - Level)</b>
	On successful completion of the course, students will be able to learn	
<b>CO1</b>	All the dynamics of counselling and psychology	<b>K1</b>
<b>CO2</b>	The usefulness of various courses offered during the programme	<b>K2</b>
<b>CO3</b>	To apply the knowledge, skills, techniques and practicum for future course of actions	<b>K3</b>
<b>CO4</b>	To determine the level of personal growth and professional development during the course	<b>K4</b>
<b>CO5</b>	The skills of integration of the knowledge and techniques in view of cliental population	<b>K5</b>
<b>CO6</b>	To develop an overall picture of the learning and apply them in therapeutic situations and workplaces	<b>K6</b>

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25PCW4OR01	Outreach Programme (SHEPHERD)	-	4

Course Objectives
To raise the social awareness of students of this college and motivate them and their teachers to transfer the knowledge and skills they have to rural communities.
To expose the students to rural and urban realities that will result in a personal transformation
To help them serve the masses of this country
To empower rural communities so that they can take up developmental projects for their own welfare.

### **Science and Humanities for People's Development (SHEPHERD)**

St. Joseph's College, a First Grade College in India, took a daring decision to launch an innovative extension programme through SHEPHERD in the year 1985-86 even before the UGC made extension programme mandatory in all the Universities and Colleges. From then on, the department has taken manifold dimensions of extension activity and it has withstood the test of time and still proves to be a forerunner in this arena.

As on today the college successfully serves in 69 adopted villages and 21 urban areas around the college (with an overall population of 63,000) from five development blocks namely Manikandam, Andanallur, Thogamalai, Kulithalai and Viralimalai, located in Tiruchirappalli, Karur and Pudukottai districts. Each department adopts a cluster of villages and each class adopts one village each. We call it Shepherdization.

SHEPHERD programme is meant to arouse in the students a sense of social justice, an interest, responsibility, compassion and concern for and sensitivity to the plight of the underprivileged through exposure to the actual living conditions in the slums and villages and by meaningful community service. In short, through this complex process inbuilt in the curriculum, the students of St. Joseph's undergo Shepherdization

**Motto:** "Truth is knowledge in service"